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ABSTRACT

In its 1973-74 year the Leadership Training Institute (LTI) program focused on training needs in the areas of planning, evaluation, general management, and communications. The LTI team worked with directors and staffs of Title II-B institutions to increase librarians' skills in service to isolated communities, adults, and community colleges. Activities included: providing leadership training to institute directors and staffs and other key professional personnel; disseminating edited Title II-B institute reports through ERIC and in short topical papers, plus the development and distribution of package programs and instructional materials for use by trainers; providing technical assistance to Institute staffs through on-site visits, micro-workshops, dissemination of reports, newsletters, and other communications; and organizing, structuring, and evaluating meetings of key educators, representatives of national associations and other professionals to plan and coordinate strategies for change in library education. The bulk of the report consists of letters, institute and seminar agendas and proceedings, evaluations, evaluation questionnaires, site visit reports, workshop reports, and an example of the LTI newsletter "etcetera." (Author/LS)

ED 096966

narrative evaluation report on the

leadership training institute

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IR 001 146

The Florida State University – School of Library Science
Leadership Training Institute – Harold Goldstein, Director

July 1, 1973 - June 30, 1974

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NARRATIVE REPORT

I. Introduction

In 1973-74, the Leadership Training Institute team (two full time professionals) worked with directors and staffs of Title II-B Institutes for experimental library training in such varied areas as school librarianship, service to isolated communities, community resources, public library services, urban community colleges, adult education, public library and community college cooperation, communication skills, effecting change, etc.

The diversity of these programs necessitated a high degree of program focus on the part of LTI in order to be a useful resource:

-- Site Visits and Technical Assistance;

-- Planning and Evaluation;

-- Documentation and Product Development;

-- Gathering Professional Opinion on the National Level;

To the degree that

-- Site visits improved institute communication, modified programs,

-- Planning and Evaluation meetings and the LTI handbook cause improved process evaluation in federal and other training programs,

-- the ERIC project and other papers provide useful data for the profession,

-- LTI provided a forum for creative discussion and decision making among library leadership,

LTI will, in turn, be able to evaluate the impact of its program.

The Institute

The 1973-74 program year of the Leadership Training Institute was planned to reinforce the impact and transferability of federal library/media training programs through:

1. providing leadership training to Institute Directors and staffs, and other key professional personnel;

2. disseminating edited Title II-B institute reports through ERIC and in short topical papers plus the development and distribution

of package programs and instructional materials for use by trainers;

3. providing technical assistance to Institute staffs through on-site visits, Micro-Workshops, dissemination of reports, newsletters, and other communications;

4. organizing, structuring and evaluating meetings of key educators, representatives of national associations and other professionals, to plan and coordinate strategies for change in library education.

LTI differs from other institutes for training in librarianship in that it has no continuous academic program, no permanent instructional staff, and no enrolled participants. Rather, LTI is responsible for a number of different activities designed to identify and address library leadership training needs as expressed by institute directors and faculty as well as by a broader group of key library and media professions personnel, and the U.S. Office of Education.

The 1974 program focused on training needs in the areas of planning, evaluation, general management, and communication. Assessing overall needs for continuing education in the library and media professions was the other major concern. LTI has served as a national catalytic resource for leaders representing various types of libraries and related fields in order to improve the quality and relevancy of library training at all levels.

II. Staff

A. Professional Staff

1) Project Director

Harold Goldstein, Ed.D. (Teachers College, Columbia University), Dean and Professor, School of Library Science, Florida State University. Dr. Goldstein has had more than 30 years of library service and library education experience in the U.S. and abroad. He committed 20% of his time to the project in FY 1973-74.

2) Director of Program Development and Training

Dorothy Anderson, MLS (University of Washington, 1960). Experience: five years state agency, five years public, two years academic, two years, ALA headquarters, two years teaching library management and staff development, three years leadership training. This director's responsibility was to manage the LTI Washington office, direct program development and training, and coordinate program activities. She planned and implemented training activities, and worked with consultants, panels, groups concerned with training needs, product development, and achievement of LTI objectives. She managed subcontractual activities necessary for leadership assistance to institute programs and leadership planning forums. She provided liaison between USOE, funded institutes, the profession, and leadership planning and

advisory groups. She supervised the Field Coordinator, and provided general assistance to funded institutes, prepared and distributed reports and other materials.

3) Field Coordinator

Bene Durant, MLS (Atlanta University, 1967). Two years public, two years academic, three years leadership training experience. The field coordinator was responsible for site visits to on-going funded institutes to facilitate communications with institute directors, their staff/faculties, and participants. She recommended assistance to institute directors and the use of outside consultants when indicated. She was responsible for the editing of Title II-B reports for ERIC and conducted other research studies related to training aids, dissemination reports, etc. Ms. Durant assisted with other LTI activities in the Washington office and reported to the Program Coordinator.

4) Secretary - LTI Washington, D. C. office

Nancy Hines

5) Secretary - LTI Florida State University office

Sheila Lutz

Part-time Consultant

Brooke E. Sheldon, MLS (Simmons College). Experience: nine years public, two years special, five years state agency. Mrs. Sheldon worked with the Program Coordinator and consultants in planning and conducting specific training sessions. She wrote evaluative reports of such sessions for distribution to participants and other concerned members of the profession. She assisted in editing Title II-B reports for ERIC, prepared papers for use at specific training sessions, and news items regarding specific institutes. She visited two institutes, and worked closely with one in planning and conducting sessions. She attended other meetings as requested by the LTI director and program coordinator.

III. Program Activities

A. "providing leadership training to Institute Directors and staffs and other key professional personnel . . . " **

1. Leadership Training Institute for Directors and Key Faculty of Library Institutes: Skyline Inn, Washington, D.C., August 1 - 3, 1973

New Directors and key staffs of eleven Title II-B Institutes met with LTI staff, consultants Barbara Conroy,

**Objectives, LTI proposal, 1974, p. 2 . All quoted objectives from same citation.

and Ken Eye, and USOE officials to discuss problems of institute management, the need for evaluation in the institute process, and mediated reporting. This meeting, held in advance of the academic year, enabled LTI staff to gather suggestions for future meetings, and anticipate training needs of institute staffs during the year.

In general, participants found the exchange of ideas and advice with other participants, consultants, and staff; observing and participating in the needs assessment and problem solving process with the LTI staff team; evaluation concepts and individual assistance very useful. A media presentation on the preparation of mediated reports was considered least useful. A full summary of these evaluative comments may be found in Appendix B.

2. Seminar for Evaluators of Library Institutes: Denver, Colorado, October 4 - 5, 1973

Development of, and general agreement on, guidelines for consistant evaluation of short and long term library institutes was the primary purpose of this seminar. It was the first time institute evaluators had been assembled to share expertise and develop areas of agreement on the role of the evaluator. The meeting was held in response to requests from the Bureau of Libraries and Learning Resources as well as individual institute directors. Mr. Frank Stevens, Program Director, explained to the group the particular urgency in 1973-74 for some common standards for training evaluation and consistency in institutes reporting for use not only for the Bureau of Libraries, but also for dissemination to the profession.

Dr. Donald P. Ely, who conducted the seminar, presented a paper on categories for evaluation to assist evaluators of library projects in organizing and collecting useful data for evaluation. Discussion of the Ely (and others) paper, several case studies, a film prepared by students at Syracuse, and other techniques were used to elicit group discussion. After the session, Dr. Ely revised the paper incorporating participant input. A copy of "Areas of Exploration for Evaluators", a participant list and a detailed report of the meeting may be found in Appendix B.

In response to stated needs, LTI's role emerged as a facilitator in providing the opportunity for Institute Directors, staffs, students, library leaders to design their own learning experiences and information exchanges. Examples of this are the program meetings arranged for ALA Midwinter (Case Western and Columbia), directors meetings and program meetings at the ALA New York conference (including the opening general session), and program support provided to REFORMA (an organization designed to improve library service to Spanish-speaking Americans) at both Midwinter and annual conferences.

B. "Disseminating edited Title II-B Institute Reports through ERIC and in short topical papers plus the development and distribution of package programs and instructional materials for use by trainers."

1. ERIC Project

During FY 73-74, the LTI undertook the systematic editing of reports from Title II-B institutes for inclusion in ERIC. For the first time, this wealth of materials is available to library educators, researchers, and the profession. In addition to the editing, LTI also produced a paper by Dorothy Ryan McCarthy on the "Impact of Library Training Institutes."

One hundred and fifty (150) reports were edited and one hundred and eighteen (118) were found useful for submission to ERIC. These II-B institute reports were also used to compile background data for use in LTI meetings, i.e., the field work programs. The non-used reports were not in narrative form, were incomplete, or their format was not suitable for reproduction.

2. The LTI Handbook, Planning and Evaluating Training Programs, went into a second printing because of widespread demand from varied segments of the profession. The handbook includes sections on the management of training, setting goals, operational and behavioral objectives; criteria for evaluation of training programs; descriptions of evaluation programs currently in use; and various techniques for improving on-going planning and evaluation procedures in training. It is being used as a text by some library schools and institutes, and has been cited as an authorative guide in its field.

3. The multimedia communications training program, Com-PAC, was field tested in more than twenty situations which included library schools, state library agencies, and public and school libraries. The Com-PAC program was designed to increase understanding of the communications process as it relates to librarians and library service. It includes a color film, video tapes, a slide/tape, cassettes, and a 172-page guide. Data gathered through the Com-PAC Analysis Profile, developed by LTI Evaluator Dr. Donald Ely, are being used to determine the extent to which the program is accomplishing what it was designed to do, and will suggest the audiences which may benefit most from its use in FY 74-75.

4. Using Your Nation's Capital is an indexed guide of 214 pages to a sampling of media sources from government and non-government organizations in the District of Columbia. Following national distribution of the guide, requests have been received from over the country for continuing distribution.

5. Filmstrips*

"Building Bridges to the Future" -- Action Library
Philadelphia -- sound, color, 20 minutes

A major research project previously was undertaken in the inner city of Philadelphia to determine reading and library service needs among ethnic minorities, sponsored by USOE. This filmstrip describes the Action Library and its various services to children and young adults, which resulted from the original research project.

"Go People in Go Colleges" -- Learning Resource Centers
sound, color, 20 minutes

Several students-a young police officer, a housewife, and a student nurse-tell how their community colleges have helped them become better learners and more useful workers through the use of modern materials and machines for learning.

"A New Direction for Libraries" -- Corning, New York
sound, color, 20 minutes

How community information resources have been coordinated through one agency, Corning Community College, to serve all segments of the community.

The filmstrips have been distributed to key library agencies throughout the country, and are available through the Association for Educational Communications and Technology at a nominal charge.**

6. Multimedia Training Kit -- "Helping People Cope -- Personalized Library Services and Materials for the Culturally Different and Poor" -- filmstrip, cassette, and 72-page user's manual.

Designed to give assistance to librarians and other library workers in providing services to the disadvantaged. The kit has been developed by Virginia Mathews, based on conferences and studies previously funded under HEA, Title II-B. It will be distributed through the American Library Association.

C. ". . . providing technical assistance to Institute staffs through on-site visits, micro-workshops, dissemination of reports."

1. Site Visits

The highly successful site visit component of LTI was continued during 1973-74, and at least one visit was made to each institute at Voorhees College (S.C.), Bronx

*Distribution expanded and continued in 1973-74.

**Distribution costs only

Career Training Project-Columbia University, Coahoma Junior College (Miss.), Indiana University, University of New Mexico, University of Arizona, Burlington County College (N.J.) and the University of Washington. Two staff members participated as synthesizers and resource consultants at a two-day seminar on "Community Information Needs" at the University of Wisconsin at Milwaukee in February. LTI staff also participated in a meeting of adult educators, library educators, and public and state librarians called by the Appalachian Adult Education Center project to review its programs and provide input to improve current activities, materials, and suggest future directions. Staff also attended sessions of the Nebraska "Empathetic Library Service" Institute (Lincoln, Nebraska), and "Communication and Change" Institute at Green Bay, Wisconsin. A staff member participated in program planning and lectured at the University of Alaska Institute.

This year all site visit reports were distributed to directors and outside evaluators as an aid in improved process evaluation. Copies of these reports may be found in Appendix D.

2. Micro-Workshops

A major value of LTI meetings has been the opportunity for the exchange of information among institute directors and staff. Constraints of time and funds made it unfeasible to conduct several national or regional meetings of these personnel. Micro-workshops were set up to facilitate a limited program of exchanges between institute staffs and students to improve training techniques and to broaden learning opportunities. A typical micro-workshop was a two-day visit to another HEA Title II-B institute with similar program objectives. The visits included observing classes, lectures, meeting with field work supervisors, visiting sites, discussion with faculty/students, and reviews of instructional materials. The following institutes participated in LTI micro-workshops: Arizona State University at the University of New Mexico; Coahoma Junior College (Miss.) at Voorhees College (S.C.), and Tuskegee Institute; Case Western Reserve University at Columbia University; Bridgeport Public Library at Nebraska State Library, California State University (Fullerton) at Case Western Reserve University and the University of Toledo. Copies of reports from the micro-workshops are in Appendix D.

3. "Etcetera"

Part of the technical assistance provided by LTI staff included an exchange of "how-to" information among institutes with similar objectives. An informal newsletter, "Etcetera", was an occasional vehicle used to provide news of other institutes. A copy of this item is included in Appendix C.

D. "Organizing and structuring meetings of key educators, representatives of national associations to plan and coordinate strategies for change in library education"

Two meetings on "Training for Library Service in the 70's" explored the roles of library associations, library educators and library administrators in planning coordinated training efforts. In organizing these meetings, LTI acted as the facilitating agency to solicit informed opinion, and distributed proceedings to participants.

1. "Training for Library Service in the 70's: The Role of Library Associations" -- November 29 - 30, 1973, Washington, D. C.

How can library leaders anticipate the social, political, and technological forces bringing change to the profession in the next five years and provide updated and appropriate continuing education programs? What is the role of the library associations in exchanging information, designing training programs, and creating incentives?

These issues were identified and explored in depth at a first-of-its-kind meeting of twenty national, regional, and state library association executive directors.

Recommendations of the group in areas of Dynamic Information Exchange, Program Design, Incentives, may be found in Appendix D. All recommendations were made available to the National Commission of Continuing Education study team, who presented early findings at the meeting.

2. "The Role of Library Educators and Administrators" -- April 29 - 30, 1974, Washington, D. C.

At this meeting, some representatives from the earlier meeting along with library school deans, public and school library administrators and others, were brought together to: "review the recommendations and consider the implications of the NCLIS study on continuing education . . . present information on selected new concepts, priorities, and products from current programs . . . describe the separate and joint responsibilities of library administrators and educators in implementing non-traditional as well as familiar approaches to continuing education . . . describe and delineate potential patterns of interaction between library administrators which will accomplish their joint goals. . . "

A full report of this meeting along with agenda and participant list is found in Appendix D.

E. Evaluation

Dr. Donald P. Ely, the Institute's outside evaluator, attended

meetings throughout the year and consulted with staff at frequent intervals. As noted in the narrative report, he conducted the meeting of Title II-B institute evaluators in Denver, Colorado on October 4 - 5, 1973.

Comments to staff regarding activities in relation to objectives were constant indicators of evaluation and redirection for staff consideration.

His final report of his evaluation of LTI for the year is included in Appendix E.

In summary, the year's activities resulted in a program specifically related to the stated objectives given in the proposal for funding. The results reported herein reflect the major thrusts and foci, while the daily routines of consultation and information sharing are less obvious and more difficult, as well as too numerous, to describe.

TULSA CITY-COUNTY LIBRARY COMMISSION

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Appendix A

June 4, 1974

Mr. Harold Goldstein
Leadership Training Institute
School of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Mr. Goldstein:

We are very pleased to acknowledge the receipt of your most generous gift of the filmstrip, "Building Bridges to the Future" and its sound track. This will be a very valuable tool for providing information on various services available to the public.

Please accept the most sincere appreciation of the Tulsa City-County Library System for this service.

Sincerely,

Joan Flint

(Mrs.) Joan Flint
Chairman

JF:kk

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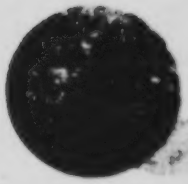

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May 30, 1974

Dr. Harold Goldstein, Dean
School of Library Science
The Florida State University
Tallahassee, Florida 32306

Dear Dr. Goldstein:

The filmstrip and recording, "Building Bridges to the Future," arrived this morning. Its arrival could not have been timed more fortuitously: I am about to teach a course on public libraries beginning next week. One unit will emphasize the new objectives of public library service compared to the traditional. I sincerely hope that the filmstrip medium will stimulate considerable discussion among the students.

As you can see, I am grateful to you not only for the materials themselves but for the timing and the opportunity for immediate use with a graduate class in librarianship.

Sincerely,

Mabel Fischer

Mrs. T. C. Fischer
Director

MJF:fs

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MISS MARY LOVE
DIRECTOR

Mississippi
Library Commission
405 STATE OFFICE BUILDING
Jackson, Mississippi
39201

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December 4, 1973

Dr. Harold Goldstein, Director
Leadership Training Institute
Florida State University - Tallahassee
Washington Office
201 Eye Street
Washington, D. C. 20024

Dear Dr. Goldstein:

I have received copies of Planning & Evaluating Library Training Programs and Using Your Nation's Capital: An Indexed Guide to Multimedia Resources. After a brief review of these materials, I find them to be most informative, and I am certain that they will be helpful to the work of the Commission.

Thank you for your generosity and consideration in sending these materials to us.

Sincerely,

Mary Love

(Miss) Mary Love
Director

ML:kjg

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Michigan Library Association

December 6, 1973

Dr. Harold Goldstein, Director
Leadership Training Institute
School of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Dr. Goldstein,

Have finally gotten our magazine off "to bed" and can breath a little now and reflect on the Institute in Washington. It was really interesting to me that on my desk when I returned was a story by Rose Mary Magrill, of the University of Michigan, about a survey they had done for Continuing Education for graduates of the School of Library Science of the University of Michigan.

She referred to Elizabeth Stone and the work she was doing too. We think that we will devote an entire issue of THE MICHIGAN LIBRARIAN to the topic of Continuing Education. Would you be interested in contributing?

Will certainly keep in touch with you and hope to see you at the Midwinter meeting. Thanks again for inviting me, and for all the gracious hospitality, and the excellent learning experience.

Sincerely,

Frances H. Pletz (Mrs. H. E.)
Executive Secretary

FP/cb

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TO PROMOTE ALL LIBRARY INTERESTS IN THE SOUTHWEST AND MEXICO

PLEASE ADDRESS YOUR REPLY TO:

Marion Mitchell
P.O. Box 36206
Airlawn Station
Dallas, Texas 75235

December 3, 1973

Mr. Harold Goldstein
Director
Leadership Training Institute
School of Library Science
43 Library
Florida State University
Tallahassee, Florida 32306

Dear Harold:

The seminar was terrific--well organized, carefully presented, intellectually stimulating.

Thank you for inviting me.

Sincerely,

Marion

Marion Mitchell

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UNIVERSITY OF WASHINGTON LIBRARIES
SEATTLE, WASHINGTON 98195

December 7, 1973

Dr. Harold Goldstein
School of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Harold:

Thank you for the materials sent as a service of the Leadership Training Institute of Florida State. It looks most interesting, and, as a matter of fact, I will be taking the Planning and Evaluating Library Training Programs Guide home to look at in relationship to what is happening here in the planning process. I was also interested in the multi-media resources guide, Using Your Nation's Capital.

Now that I am no longer on the publishing board I shall miss seeing you as often as I have in the recent past, but perhaps there will be other occasions to bring us together.

Sincerely,

Marion A. Milczewski
Director of Libraries

MAM:dm

THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

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ASSISTANT COMMISSIONER FOR LIBRARIES

December 6, 1973

Mr. Harold Goldstein
The Florida State University
Leadership Training Institute
School of Library Science
Tallahassee, Florida 32306

Dear Harold,

As promised in my October 31 letter, I am enclosing copies of a statement of comment from our staff concerning your recently produced filmstrip Building Bridges to the Future. My own reaction to the filmstrip is positive. It is a good and absorbing kind of description of this joint effort in Philadelphia.

I should like to take this opportunity to acknowledge with much appreciation receipt of two other publications which you were good enough to send me and which your Leadership Training Institute produced.

With best wishes.

Sincerely yours,

John A. Humphry
Assistant Commissioner for Libraries

enc.

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GRADUATE SCHOOL OF LIBRARY SERVICE
LOS ANGELES, CALIFORNIA 90024

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Mr. Harold Goldstein, Director
Leadership Training Institute
201 Eye Street, S. W.
Washington, D. C. 20024

Dear Mr. Goldstein:

Dean Horn has asked me to write and express our appreciation for your gift of USING YOUR NATION'S CAPITAL: AN INDEXED GUIDE TO MULTIMEDIA RESOURCES IN WASHINGTON, D. C., by Ann Gourley Caffrey. This book will be a valuable addition to the material for several of our courses this year, especially with the increased emphasis on media. Thank you so much.

Sincerely,

Rosalie Higgs

Mrs. Rosalie Higgs, Supervisor
Laboratory Collection

January 9, 1974

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

DIVISION OF LIBRARIANSHIP

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June 21, 1974

Dr. Harold Goldstein
School of Library Science
Florida State University
Tallahassee, Florida 32306

Dear Dr. Goldstein:

We received your sound filmstrips Building Bridges to the Future about a month ago, and more recently, Go People in the Go Colleges. Dr. Lawson passed these items on to me as I teach Media Services and Media Production at Emory.

I would like to thank you for sending these items to us . We've entered them in our collection and I have added them to my viewing list for Media Services. I find them by and large well done and useable for a variety of educational purposes. Our profession needs more reporting along these lines and these formats.

Yours truly,

R. David Williams

R. David Williams
Instructor
Media and Librarianship

RDW/sem

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CITY OF SAN ANTONIO

Interdepartment Correspondence Sheet

TO: Mr. Sexton

FROM: F.Smith

COPIES TO:

SUBJECT: Evaluation of filmstrip

Date 6-24-74

The filmstrip "Go Places in the Go Colleges" achieves its goal of promoting awareness of the opportunities available through increased use of modern media in community colleges.

In its up-to-date presentation it should stimulate interest in further exploration by anyone considering academic programs, either from the standpoint of student or instructor.

The visual portion is timely and presented effectively and audio is clear with good voice quality and diction.

In my opinion this sound filmstrip has significant educational value and I would rate it "Very Good".

This could be utilized for programming at Main or Branches where equipment is available.

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SAN ANTONIO PUBLIC LIBRARY

203 S. ST. MARY'S STREET SAN ANTONIO, TEXAS 78205

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1 1974
SCHOOL OF LIBRARY SCIENCE

June 25, 1974

Dr. Harold Goldstein,
Director - Library Leadership Training
Institute
Florida State University
Tallahassee, Florida 32306

Dear Harold:

The enclosed evaluation on your film strip, "Go people in the Go Colleges", has been made by the head of our Art and Music Department, Mrs. Fran Smith.

We have three fine Community Colleges in San Antonio, thus we should be in a position to make exceptionally good use of the material.

I hope that our paths may cross in New York at the American Library Association Conference.

Sincerely,

Irwin Sexton,
Library Director

IS/tm
Enc.

Texas Library Association

ORGANIZED TO PROMOTE LIBRARY SERVICE IN TEXAS

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[illegible]
HOUSTON, TEXAS [illegible]

December 3, 1973

[illegible] 1973

SCHOOL OF LIBRARY SCIENCE

Dr. Harold Goldstein, Director
Leadership Training Institute
School of Library Science
43 Library
Florida State University
Tallahassee, Florida 32306

Dear Harold:

It seems quite in order to address you so informally since indeed the meeting covered so much ground in such a short time that I felt that I was among longtime friends.

As I have recalled the wide range of our deliberations and the ambitious horizons described it was indeed fortunate that you as our leader could give just the right direction.

I am anxious to explore more fully current and prospective programs and projects designated as "continuing education". The prospect of sharing on a wide basis is indeed a challenging and intriguing one.

Thank you again for making each of us feel so very much a part of the meeting.

Sincerely yours,

Jerre

Jerre Hetherington

[illegible] 1973

[illegible] SCIENCE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER FOR LIBRARIES

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December 6, 1973

Mr. Harold Goldstein
The Florida State University
Leadership Training Institute
School of Library Science
Tallahassee, Florida 32306

Dear Harold,

As promised in my October 31 letter, I am enclosing copies of a statement of comment from our staff concerning your recently produced filmstrip Building Bridges to the Future. My own reaction to the filmstrip is positive. It is a good and absorbing kind of description of this joint effort in Philadelphia.

I should like to take this opportunity to acknowledge with much appreciation receipt of two other publications which you were good enough to send me and which your Leadership Training Institute produced.

With best wishes.

Sincerely yours,

John A. Humphry
Assistant Commissioner for Libraries

enc.

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Comment from the Professional Staff
Of the Division of Library Development
On the Sound Filmstrip
BUILDING BRIDGES TO THE FUTURE

"Useful. Interesting look at a specific program. Sounds good-but very costly & not easily duplicated."

"Format is distracting. Would be better as a movie I think."

"Children's librarian's tour chat is worst thing about the show. Rest is excellent."

"Would like to see a follow-up film on results that are obvious. Sponsorship needed fuller identification."

"Relevance to changing times and the profession's attempt to meet them. Sorry there was not more emphasis on cooperative effort & community involvement."

"Good presentation of good model program may raise questions that could require a knowledgable moderator."

"Photography - good. Content so specific that it introduces only one library and is only and introduction. Needs updating as new developments happen."

"Technically, moved too quickly, especially introductory part. Worth seeing, but could be better introducing children to the various areas."

"Constructive, positive look at what can be done and is being done. Good example for other libraries. Prefer 16mm film."

"Fast-paced overview of a successful urban library project that would encourage discussion. Good color and photography. The narration of the tour by the children's librarian was not as well done as it might have been, but narration was generally carried through well. I am wondering why the sound was on phonorecord rather than cassette."

"Perhaps the cheapest method of getting across a message to community groups."

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SOUTHWESTERN LIBRARY ASSOCIATION

TO PROMOTE ALL LIBRARY INTERESTS IN THE SOUTHWEST AND MEXICO

PLEASE ADDRESS YOUR REPLY TO

Mrs. Marion Mitchell
P.O. Box 36206
Airlawn Station
Dallas, Texas 75235

December 10, 1973

Ms. Dorothy J. Anderson
Associate Director for Program Coordination
Leadership Training Institute
201 "Eye" Street, S. W.
Room V-742
Washington, D. C. 20024

Dear Dorothy:

The L.T.I. seminar was great--well organized, thoughtfully presented, intellectually stimulating. It was a treat to be there.

Your wine and cheese party was particularly nice. Thank you for letting me bring Pearce Grove along. We both enjoyed it.

I hope the pictures will be along soon. Our NEWSLETTER is ready to go to press and the editor wants to run at least two pictures. Please don't worry about having to charge for the pictures--that's no problem! Anything you can do to expedite their arriving here soon would be appreciated.

Sincerely,

Marion Mitchell

Marion Mitchell
Executive Secretary

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Center
for the Study of
Information and
Education
CIE

June 7, 1974

Priscilla Gotsick
Library Services Specialist
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

Dear Priscilla:

Thank you for your cordial hospitality last Saturday. It was a genuine pleasure to meet you and to share our values, interests, and aspirations. You said that you hadn't taught before. You ought to seriously consider it. You did a superb job.

I was fortunate to see ComPAC used by such a capable person. In fact, I am recommending to LTI that they recommend you to run ComPAC workshops when leaders are requested. You are obviously well-acquainted with the concepts, potential uses and limitations of TA - a vital element in handling such a program.

On word of critique now that it's over. I'd recommend a more circular arrangement of the group so that everyone sees everyone. Also, to prevent the afternoon "slump" I would suggest planning a more active involvement - even to the point of having individuals read the examples of transactions - or role play a variety of transactions which would require use of the concepts communicated earlier in the day.

It was a good session. Much credit goes to you for thorough preparation and an ability to adapt the materials at hand.

I hope our paths will cross again soon.

Cordially,

Donald P. Ely
Director

DPE/jb

cc: Ms. Dorothy J. Anderson

Dictated by Donald P. Ely and transcribed in his absence.

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UNIVERSITY OF ALASKA PRESS

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

October 16, 1973

Ms. Dorothy Anderson
Program Coordinator
Library Training Institute,
Room V742
201 Eye Street, SW
Washington, D. C. 20024

Dear Dorothy:

Planning for our upcoming institute is, I believe, coming along satisfactorily as far as things like the brochure, mailing lists, applications, etc. are concerned. Those things are just the preliminaries, of course, and I would certainly feel a lot easier in my mind if it would be possible for one of the L.T.I. staff members to visit our institute location and give me some on-the-spot advice. It seems wiser to me to discuss some of the planning and evaluation details as well as some of the logistical problems, in our particular institute, with L.T.I. personnel than to blunder through and make errors that have already been made before!

Would it be possible for L.T.I. to fund a visit to the University of Alaska Fairbanks campus of one of its staff members? I would be grateful indeed if this would be possible.

Meeting and working with you at the institute in Washington was a real pleasure and it was most kind and generous of you to invite the institute participants to your home for wine and cheese. And it was an unexpected and pleasant surprise to meet you again at the PNLA Conference in Portland. It would be great if you could come to the 1974 PNLA Conference--in Fairbanks!

Sincerely yours,

Ted Ryberg

H. Theodore Ryberg
Director of Libraries

HTR/ba

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UWM THE UNIVERSITY OF WISCONSIN—MILWAUKEE / MILWAUKEE, WISCONSIN 53201

SCHOOL OF LIBRARY AND INFORMATION SCIENCE
Marietta House, P.O. Box 413 414-963-4707

October 3, 1973

RECEIVED
OCT 08 1973
SCHOOL OF LIBRARY SCIENCE

Dr. Harold Goldstein
Dean, School of Library Science
41 Library
Florida State University
Tallahassee, Florida 32306

Dear Harold:

Here's the letter I promised during our telephone conversation last week regarding the Seminar on Library Services in the Inner City. We propose to hold it here on December 27, 28 and 29. (Thursday through Saturday morning).

We would like the cooperation of the Leadership Training Institute as a co-sponsor of the Seminar (no financial obligations). I am enclosing a draft outline of what we propose for your comments and/or additions. This is a very tentative outline. We would appreciate your help in planning the Seminar itself and in selecting the speakers (in addition to Dr. Laurence Sherrill and Mrs. Binnie Tate, formerly of our Inner City Library Institute, Mr. James Rogers of the Cleveland Public Library, and possibly one of our former students). Your suggestions would be most welcome.

The audience we would like to reach would be primarily people actually working in urban library settings and library educators whose major interest lies in trying to solve the various problems of urban library service. These participants (approximately 100) would be assessed a small fee to cover administrative costs and lunches for three days ($20 - $25 does not seem exorbitant) in addition to paying for rooms at the University dormitories or hotels and their own travel expenses. Speakers would receive travel, lodging and an honorarium in exchange for a publishable paper.

Once again let me say that we would appreciate very much your suggestions.

Thank you.

Sincerely,

Ted

Ted Samore
Acting Director

TS;cbs
enc.

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DEPARTMENT OF HEALTH EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

August 20, 1973

Mrs. Dorothy Anderson
Program Coordinator
Leadership Training Institute
201 Eye Street S.W.
Room V-742
Washington, D.C. 20024

Dear Dorothy:

It's been a long time since Las Vegas, but I haven't forgotten the hospitality your people provided for our Sunday afternoon meeting with the RPO's. Those of us from the Bureau and the RPO's are grateful for your generosity. We are looking forward to seeing you here in Washington soon.

Sincerely,

Elizabeth H. Hughey
Program Manager
Library Services and Construction Programs
Bureau of Libraries and Learning Resources

October 17, 1973

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INSTITUTES FOR TRAINING IN LIBRARIANSHIP

FY 1973-74

	Director	Institute
ALASKA	Theodore Ryberg Director of Libraries Elmer E. Rasmuson Library University of Alaska Fairbanks, Alaska 99701 907/479-7224	"Developing public service skills" University of Alaska
ARIZONA	Norman Higgins Department of Educational Tech. and Library Science Arizona State University Tempe, Arizona 85281 602/965-7191	"Training school library media specialists" Arizona State University
	Donald Dickinson Graduate Library School, IGLT University of Arizona Tucson, Arizona 85721 602/885-3565	"Indian librarianship education program" University of Arizona
CALIF.	Patrick Sanchez Division of Library Science California State University Fullerton, California 92631 714/870-2625	"Mexican Americans preparing for school library media specialists" California State University
CONN.	Elizabeth Long Bridgeport Public Library 925 Broad Street Bridgeport, Connecticut 06603 203/333-8551 X-401	"Developing awareness of community resources" Bridgeport Public Library
ILLINOIS	Hiram Davis Committee on Institutional Cooperation Library Science Doctoral Program School of Library Science University of Michigan Ann Arbor, Michigan 48104 313/764-9376	"Doctoral program for librarians from minority groups and/or disadvantaged backgrounds" Northwestern University

	Director	Institute
INDIANA	Charles Hale Graduate School of Library Science Indiana University Bloomington, Indiana 47401 812/337-2848	"Education for librarianship in urban community colleges" Indiana University
KENTUCKY	Ann Hayes Appalachian Adult Education Center UPO 1346 Morehead State University Morehead, Kentucky 40351 606/784-9229	"Developing public library services to disadvantaged adults" Morehead State University
MASS.	Paula Corman Learning Resources Center 3 Essex Street North Shore Community College Beverly, Massachusetts 01915 617/927-4850	"Library techniques for improved service to the disadvantaged" North Shore Community College
MICHIGAN	Marguerite Baechtold School of Librarianship West Michigan Avenue Western Michigan University Kalamazoo, Michigan 49001 616/383-1688	"School library media service for early childhood education" Western Michigan University
MISS.	McKinley C. Martin Office of Continuing Education Coahoma Junior College Route 1, Box 616 Clarksdale, Mississippi 38614 601/627-1161	"Library improvement through skill training" (LIST) Coahoma Junior College
NEBRASKA	John Schere (Asst. Director) Nebraska Library Commission 1420 P Street Lincoln, Nebraska 68509 402/471-2045	"Empathetic library service" Nebraska Library Commission

	Director	Institute
N.H.	Shirley Adamovich Merrimack Valley Branch University of New Hampshire 501 South Porter Street Manchester, New Hampshire 03103 603/669-5811	"Pre-professional cooperative education librarianship" University of New Hampshire
N.J.	Lorenz Gude Division of Learning Resources Burlington County College Pemberton, New Jersey 08068 609/894-9311	"Educational media technology and library technical assistance" Burlington County College
N.M.	Lotsee P. Smith College of Education Learning Materials Center University of New Mexico Albuquerque, New Mexico 87106 505/277-3004	"Training school library aides" University of New Mexico
N.Y.	Miriam Braverman School of Library Service Butler Library Columbia University New York, New York 10027 212/280-2288	"Training media specialists for inner city public libraries" Columbia University
	James Megivern New York City Board of Education District 12 865 East Tremont Avenue Bronx, New York 10460 212/731-8484	"Institute for training of para-professionals" New York City Board of Education
	Mary F. Bobinski School of Information and Library Studies State University of New York at Buffalo Buffalo, New York 14214 716/633-7218	"Library service to the handicapped and institutionalized" State University of New York at Buffalo

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	Director	Institute
HIO	Alvin Goldwyn School of Library Science Case Western Reserve University Cleveland, Ohio 44106 216/368-3500	"Traineeships in urban library service" Case Western Reserve University
.C.	Claude Green Administrative Librarian Voorhees College Denmark, South Carolina 29042 803/793-3346	"Institutes to train veterans for AA degree in library science" Voorhees College
ENN.	Jessie C. Smith University Library Fisk University Nashville, Tennessee 37203 615/329-9111	"Internship in Black studies librarianship" Fisk University
EXAS	Ralph Holloway Learning Resource Center Eastfield College 3737 Motley Drive Mesquite, Texas 75149 214/746-3169	"Implementing instructional development through learning resource programs" Eastfield College
ISC.	Margaret E. Monroe Library School Helen White Hall 600 North Park Street Madison, Wisconsin 53706 608/263-2916	"Interpersonal communication, adult services and change" University of Wisconsin, Madison
ASH.	Eleanor E. Ahlers School of Librarianship University of Washington 133 Suzzallo Library Seattle, Washington 98195 206/543-1794	"School library media supervisor competencies: a cyclic design for development" University of Washington

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LEADERSHIP TRAINING INSTITUTE
for
DIRECTORS AND KEY FACULTY OF LIBRARY INSTITUTES
funded under HEA Title II-B FY 73-74

Skyline Inn
Washington, D.C.
August 1 - 3, 1973

AGENDA

Tuesday evening

Optional social hour with staff and participants in LTI suite.

WEDNESDAY
August 1

9:00 Morning *Coffee and Danish*

Welcome -- Harold Goldstein, LTI Director

The Year Ahead: A view from USOE

Richard Boys, Acting Associate Commissioner, BLLR
Frank Stevens, Program Manager, Library Training, BLLR

Overview of meeting: Agenda input from participants

Brooke Sheldon
Barbara Conroy

"LEARNING THE INSTITUTE WAY" -- Guidelines for institute management -- anticipating the problems that institute directors may face, and discussion.

Barbara Conroy, former Director
Outreach Leadership Network
1971-72

12:00 Lunch Break

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AGENDA (cont.)

1:15 Afternoon

"WHY EVALUATE" -- The need and value of evaluation in the institute process.

Ken Eye
Evaluation Center
Ohio State University

Reaction and Discussion: Participants, LTI Staff, Consultants

6-8 PM Evening

LTI Wine and Cheese Party -- Capitol Hill -- 324 9th St., S.E.

THURSDAY
August 2

8:30 Morning -- *Coffee and Danish (and/or Alka Seltzer . .)*

"DOING IT IN COLOR" -- mediated Institute reporting

AECT Staff: Dick Niebeck
Jim Wallington

Preview of LTI materials -- availability and uses

Dorothy Anderson

1:15 Afternoon

Work groups -- Focusing on common interests (staff available for assistance)
Eg. preparation of an evaluation plan
mediated reporting
other problems
agenda items

4-5 PM Group meeting with Frank Stevens, USOE

8:30 Evening

Problem Solving Sessions, participant feedback with Staff and Consultants (optional)

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AGENDA (cont.)

FRIDAY
August 3

8:30 Morning -- *Coffee and Danish*

Integrating guidelines, evaluation, and mediated reporting into your own institute.

Barbara Conroy
Ken Eye

Noon Adjournment

SUMMARY OF EVALUATIVE COMMENTS ON LTI MEETING OF HEA TITLE II-B DIRECTORS AND STAFF August 1-3, 1973

Participants found useful	Participants did not find relevant or useful
-- Making contact with others with mutual problems, interests, etc.	-- Unit on mediated reports not made relevant enough
-- Helping me to think through the planning, problem solving process	-- Could have used more information on procedures for recruiting
-- Developing trust in the LTI staff as a support and resource	-- Thursday afternoon format not effective -- purpose unclear
-- Process sessions where we looked at what happened	-- Evaluation discussion somehow did not reach me, though Ken obviously tried and so did I
-- My own observations of interactions among LTI staff members and also their ways of dealing with participant needs	-- AECT presentation was keyed to structured school situation so much that content got in the way of the media
-- Individual consultation with staff and participants	-- Media (I'm well aware of and experienced in mediated reports)
-- Chance to meet and talk with Frank Stevens and other OE people	-- I would have preferred more of a "cookbook" style for the first couple of days followed by the kind of activity we had the first morning. Also would like to have had opportunity to read reports from past institutes
-- The methodology employed (and the variance apparent) was useful to me regarding the structuring or at least formulation of my institute	-- The media show -- was expecting a more innovative approach -- not same old stuff and put downs
-- The "team work" visibly apparent, most assuredly demands a "concerted effort" in institute planning and process	-- Time spent on questions, answers, and comments which were not relevant to my felt needs

Participants found useful	Participants did not find relevant or useful
-- The "individual input" component of each day's agenda and the "genuine concern" for said input will be constantly on my mind in my planning with Institute staff, Instructional staff and most importantly with participants	-- Program objectives not clearly defined
-- Identification of persons who can serve as resource people in the future	-- Mediated reporting session less than helpful
-- Stimulation to think about various aspects of the program we will work on	-- "Evaluation" discussion too deep for me
-- Best content for me in the program was Ken Eye's presentation and discussion on evaluation	-- Most other institutes seemed far away from mine in style and purpose
-- Session with Frank Stevens was helpful	-- Comments and consistent interruptions from one or two participants who want to tell what I do in my institute (you can't control this usually, I just find it annoying)
-- Talking with other planners	-- Comments and elaboration by staff members on internal staff problems
-- Seeing the LTI staff and consultants develop towards teamwork	-- Evaluation -- have background
-- Clarifying evaluation and my roles and goals	-- Mediated reporting -- no equipment
-- Gaining self-perspective	-- Emphasis on planning (If it hasn't been done, it is too late)
-- Ideas and advice received from staff and participants relating to institute programs	-- It is unavoidable that information relevant to long-term Institutes be provided that is more or less irrelevant to short-term Institutes
-- Instruction on techniques; use of media related items in program, reports, and other communication formats	-- Thursday morning AV session
	-- Brevity of time provided for work groups on individual program
	-- Mediated reporting -- interesting, but less than other parts of program

Participants found useful	Participants did not find relevant or useful
-- Concept of evaluation	-- Transactional analysis model in film (unclear to many) caused some confusion
-- Mechanics of federal program operation	-- Thursday afternoon useless!
-- Identification of LTI staff competencies	-- Much of the abstractions in the evaluation component
-- Helpful exchange on recruiting	-- The over-emphasis on the emotionalism we were supposed to be experiencing
-- Insights on evaluation	-- AV component was needed, but was delivered in such a manner as to be unrelated to the program (meeting) objectives
-- Talking with other directors generally and specifically	
-- The presentation by AECT (mediated reporting) was a highlight	
-- "How to's" from Frank Stevens	
-- Parties and informal seeking out of information from people	
-- Friday morning -- presentation on evaluation	
-- Knowing that LTI is available to help find information	
-- Contacts with other directors	
-- Guidance in setting the overall climate of the Institute	
-- Assistance in evaluation procedures; identifying content	
-- Specific details from meeting with Frank Stevens	
-- Accent on process rather than product evaluation	

Participants found useful

-- Realization of common problems confronted by all

-- Encouraging awareness of alternatives, and flexibility in using them

-- To reach a decision that a definite plan of attack was necessary from the beginning to avoid discovering the needs too late

-- Evaluation model

-- Practical application of a different learning style (stress situation) -- personally useful

-- Ways of relating, or studying overall relationships between needs and activities

-- Structure analyzing -- both of LTI session and our institute project (theoretical on latter)

-- Directive and specific administrative and educational techniques

-- Individual help by consultants

-- Discussions with other participants; using them as resources

-- Evaluation in terms of modifying program processes and/or goals

-- Materials obtained from the participants

CONCLUSIONS

Your own conclusions are the most authentic, but as a group it looks like you felt the following to be most useful:

1. the exchange of ideas and advice with other participants, consultants and staff;

2. observing and participating in the needs assessing and problem solving process with the LTI staff team;

3. evaluation concepts and individual assistance.

media presentation considered least useful by most people

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Areas of Exploration for Evaluators*

Evaluation of the library training institutes should be thought of as a process which begins at the start of the program and continues throughout its operation. The purpose of the continuing process (sometimes called "formative" evaluation) is to provide opportunities for improvement of the institute during its operation. The evaluator thus becomes a resource person rather than a judge. Early involvement of the evaluator is necessary to make the process work. The director and evaluator should agree upon the nature of the evaluation, the expectations in regard to the content and timing of the evaluations and the manner in which continuing communication can be insured.

The categories for evaluation which follow should assist evaluators of library training projects in organizing and collecting useful data during the course of the institute. Even though the events are listed in a linear fashion, they are not intended to be used in a linear manner. Rather, the procedures identify prominent events in the evaluation process which will be attended to as they become appropriate. The evaluation should be multi-faceted and thus calls for flexibility in the evaluator to step back from the situation to see the broader perspective. The process requires skill in recognizing what is important to the program and an ability to record and report these events accurately.

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* These areas were adapted from a paper on evaluation prepared for the Center for the Study of Information and Education, Syracuse University, by Arden Groteluesch en with major credit to Robert Stake. The categories were presented by Donald P. Ely, LTI Consultant, and then modified and expanded by participants in an evaluation workshop sponsored by the LEADERSHIP TRAINING INSTITUTE established by a grant from the Bureau of Libraries and Learning Resources of the U.S. Office of Education.

Each category should be considered as a separate item in a file. Information to be entered in each of the file categories will be built up cumulatively. That is, it will be collected continuously over the duration of the program. For this reason some of the file categories will be in continuous use, others only at specific times.

Program Description

1. General description of the program incorporating perspectives on:

   a. Special features and uniqueness of the program
   b. Relationships to the on-going academic program of the institution and to other organizations and agencies
   c. Participant characteristics
   d. Financial arrangements
   e. Locale of the training program, e.g., facilities; community; administrative placement within the institution
   f. Resources available (books, films, tapes, community resources)
   g. Staffing, utilization of personnel, governance
   h. Substantive elements of the program
   i. Methodologies employed
   (j. Impressions and general patterns of program operation)

2. Identification of explicitly stated goals or objectives of the program. Needs assessment information related to proposal preparation; and other elements of the preplanning process.

3. Identification of program status. (Description of how the institute is experienced at varying times, how it changes, and what features become more or less important. Why the changes have occurred and the consequences of the changes.)

Audience Identification

This category is concerned with the audiences served by the evaluation.

1. Identification of groups associated with the program. (A list of all those groups or individuals who might make claims for evaluation of the program should be made.)

2. Audience description. (Set down the expectations held by the audience about the program, the criteria they will use in judging it, the standards they will apply, the indicators they prefer and the value perspectives they bring.)

3. Determination of the extent to which the evaluator will provide information to the participants or will provide assistance to the director in developing an internal evaluation process for the participants.

Evaluation Design

The evaluation design, unlike the other categories, is an instrumental category; that is, the information collected mostly for specific evaluation purposes.

1. Identify the issues to be addressed by the evaluation. (Issues might deal with what has been done, what is being done, or what might be done.)

2. Generate "lines of solution". (A description of the data required to meet the needs of the defined audiences is essential. Examples of data might be statistical information, descriptive statements, a measure of objectives attained, or reports of conversations with participants.)

3. Select data sources which are sufficiently representative so generalizations can be derived with some confidence.

Data Collection

Techniques for gathering data from people associated with one program include questionnaires and opinionnaires, interviews, observation schedules, active participation reports, historical inquiry, standardized testing, rating scales, behavior analyses, checklists, attitude scales, and interaction analyses.

The evaluator should assess program antecedents, transactions and outcomes.

Evaluator Interpretation of Results

This phase amounts to reflection upon the data and interpretation in light of audience needs, the specific developments within the evalua-

tion effort and changed or changing emphases. Recommendations should stem from these interpretations.

Preparation and Transmission of Information

1. Sift the interpretative reports; match issues to audiences; select information for transmission.

2. Develop formats appropriate to the audiences defined*

3. Assemble formal reports on the entire evaluation.

4. Distribute documents on time and following an agreed upon protocol.

---

* One format for a final report (suggested by a group of participants in the LTI Evaluators Seminar) could incorporate the above categories. It is presented here for consideration, but without endorsement:

1. Purposes and parameters of the evaluation
2. Description of the institute
3. Types of data and validation of data
4. Conclusions, recommendations and extrapolations

Report on the Seminar for Evaluation of Library Institutes
October 4-5, 1973
Denver, Colorado

"I accept the concept of the helping role of the evaluator, but if there is too much involvement with the process, who will audit the evaluator?" . . . "under limited budgets, how can we possibly do process evaluation . . . follow-up evaluation? . . . Are there standards for library training institutes?"

These are some of the pertinent and partially unresolved questions raised by a highly skilled group of evaluators (representing a variety of disciplines) who met to participate in a program reflecting the following concerns and objectives:

1. development of, and general agreement on, guidelines for consistent evaluation of short and long term library institutes;

2. increased understanding of the role of the institute evaluator in providing useful information to institutes, the profession, and to the Office of Education in the 1973-74 reports (as compared with 1972-73 reports);

3. evaluators who attend this meeting will be active in process evaluation of current institutes;

4. evaluators who attend this meeting will (as budgets permit) be active in post-institute or follow-up evaluation.

As Harold Goldstein, Director of the Leadership Training Institute, pointed out in opening remarks, a major focus of the training activity provided by the LTI during the past year has been directed towards the strengthening of institute planning and evaluation, but this meeting was the first time institute evaluators were assembled to share expertise, and develop areas of agreement on the role of the evaluator.

The meeting was held in response to requests from the Bureau of Libraries and Learning Resources and individual institute directors. Frank Stevens, Director, Title II-B, explained to the group the particular urgency in 1973-74 for some common standards for training evaluation and consistency in institute reporting, for use not only by the Bureau of Libraries, but for dissemination to the profession.

The Seminar was conducted by Dr. Donald P. Ely, Director of the Center for the Study of Information and Education, Syracuse University. Dr. Ely, stressing his role as a resource person, rather than expert, said "evaluation is a practical real-life activity -- no one formula will work in every situation . . . hope your tolerance for ambiguity will increase." Dr. Ely presented a paper on categories for evaluation to assist evaluators of library projects in organizing and collecting useful data for evaluation. The paper was used as a starting point for discussion in meeting objective number 1, development of guidelines. Utilizing case studies (evaluation reports from several previous institutes) participants were asked to examine these reports in the light of the "suggested categories" to test the validity of the categories as a useful structure for approaching institute evaluation.

The participants then made suggestions for expansion and modification of the categories, and the group asked Dr. Ely to synthesize the comments and incorporate them into a new document. (See attached "Areas of Exploration for Evaluators".)

Discussion of the Ely paper, the case studies; a film prepared by students at Syracuse; and other techniques were used to elicit group discussion and (in some cases) consensus on the following points:

1. The need to identify (with the director) the audiences for the evaluation. Every institute evaluation has at least four groups who need the information: Director, staff, participants, USOE, LTI, etc. Separate reports, however, are not always practical or necessary.

2. What data is needed to meet various needs of audiences?

   a. descriptive information to include antecedent conditions (before), transactions (during), and outcomes (end);

   b. judgemental -- include any available standards -- absolute and relative.
   Source of data -- staff, director, participants, others at university, field work supervisors.
   Methods for getting data -- interviews, direct observations, unobtrusive measures, accidents, evaluate materials used, other products.

3. The evaluators program description should reflect his perception of what the program is all about. (not necessarily what the proposal states) It should look at the program with fresh eyes, new insights. Often proposals/ programs are changed. Your first question to the director should be: Are you revamping in any way from the original objectives?

4. Look for alternative methods (should have been defined, stated in planning stages) when aspects of program are not working.

5. Frank Stevens, Title II-B Program Manager, will communicate with Institute Directors suggesting early negotiation between the director and evaluator as to contract arrangements, evaluator's role in program, working relationships, etc.

6. Since budgets/time are limited, evaluators are advised not to attempt to cover everything. Focus on priority areas as agreed with Institute Director and/or key staff members. Utilize the LTI (ie. field coordinator site visits) for additional information.

7. To help retain objectivity when involved in formative evaluation, utilize committees, the second part of the evaluation team (if it exists), OE staff, LTI and Regional Program Officers.

8. In providing data, use a representative sample. Avoid statements like: "Some participants said . . . "

9. As a beginning, each institute evaluator should have copies of the following documents:

   a. Federal guidelines, FY 73-74
   b. original institute proposal
   c. Plan of operation plus any subsequent modifications

Excerpts from Ely's Almanac . . . informal notes on "The Human Side of Evaluation" (see agenda)

"No matter how objective one may try to be, evaluation is always subjective, because people are involved . . . one is dealing with ego involvement, anxieties, vested interests . . . evaluator needs to establish rapport early with the director (a two-way process) . . . present yourself and your biases to director, staff and students . . . even tension (difference in perceptions) can be creative. Proceed on basis of clear agreement between you and director . . . on priorities for evaluation considering constraints of time and money . . . how you will spend your time. We can't evaluate everything. Get involved early as part of institute team (rather than as outside judge). Meet the people you'll be gathering data from . . . sometimes an evaluator can be useful as liaison between director and students if there are gaps in internal communications . . . see yourself as an advocate . . . raise questions . . . provide feedback. . . Document your efforts -- tape record (with permission); film, photos; ask for copies of materials used . . . communicate often . . . notify of visits in advance . . . tell the director who you're talking with in gathering information . . . provide alternatives . . . not answers . . . let the director make decisions . . . don't be afraid to admit your fallability . . . be a resource, not a judge."

The group suggested another meeting be held to use each other as resources. This may not be practical or possible on a national basis but might be more easily worked out in small groups of similar types of institutes or on a regional basis.

Training Director's note: Those evaluators present represented a highly diverse range of training programs differing in length, subject matter, and level of training. Five participants said they would have welcomed a structured time to talk in small groups according to institute type. If another meeting is planned, these comments, along with any other suggestions forthcoming from evaluators, directors, or staffs, will be considered.

LEADERSHIP TRAINING INSTITUTE
Seminar for Evaluators of Library Institutes

Denver, Colorado
October 4-5, 1973

PARTICIPANT LIST

Evaluator	Institute being evaluated
* Melvin Allerhand REM Associates 4032 Mayfield Road Cleveland, Ohio 44124 216/381-6633	Case Western Reserve University Cleveland, Ohio Director: Alvin Goldwyn
Bruce Chadwick Department of Sociology Brigham Young University Provo, Utah 84602 801/373-1211 X-2036	University of Arizona Tucson, Arizona Director: Donald Dickinson
Margaret Chisholm College of Library and Information Services University of Maryland College Park, Maryland 24702 301/454-3016	Arizona State University Tempe, Arizona Director: Norman Higgins
Eugene Emory Psychology Department University of Florida Gainsville, Florida 32601 904/373-8320	Board of Education, City of New York New York, New York Director: James Megivern
Jo Ellen Flagg, Librarian Forest Park Community College 5600 Oakland Avenue St. Louis, Missouri 63110 314/644-3300 X-337	Indiana University Bloomington, Indiana Director: Charles Hale
Olivia Frost Olivia Frost Community Research Service, Inc. 1550 York Avenue New York, New York 10021 212/UN1-5815	Columbia University New York, New York Director: Miriam Braverman

Evaluator	Institute being evaluated
Margaret Leibowitz Alaska State Library Pouch G, State Capitol Juneau, Alaska 99801 907/586-5242	University of Alaska College, Alaska Director: Theodore Ryberg
James Martin Voorhees College Box 27 Denmark, South Carolina 29042 803/793-3346	Voorhees College Denmark, South Carolina Director: Claude Green
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Bill Nealy 1020 Loring Road Apartment D Columbus, Ohio43229 614/422-0871	Coahoma Junior College Clarkesdale, Mississippi Director: McKinley Martin
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* Frank Sanchez Montal Educational Association 601 South Brand Boulevard San Fernando, California 91340 213/361-7309	California State University Fullerton, California Director: Patrick Sanchez
Joseph Stauss Department of Sociology University of Arizona Tucson, Arizona 85721 602/884-1883 X-3532	University of Arizona Tucson, Arizona Director: Donald Dickinson

Evaluator	Institute being evaluated
Gerald Torkelson 408 Miller Hall University of Washington Seattle, Washington 98105 206/543-1877	University of Washington Seattle, Washington Director: Eleanor Ahlers
* David Warren Research and Cultural Studies Development Section Institute of American Indian Arts Bureau of Indian Affairs Cerrillos Road Santa Fe, New Mexico 87501 505/982-3801 X-486	University of New Mexico Albuquerque, New Mexico Director: Lotsee Smith
Douglas Zweizig Department of Library and Information Services 1905 Upton Avenue University of Toledo Toledo, Ohio 43607 419/537-2803	University of Wisconsin Madison, Wisconsin Director: Margaret Monroe

CONSULTANT

Donald P. Ely (Center for the Study of Information and Education)
704 Hamilton Parkway
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* unable to attend

Leadership Training Institute Site Visit Report
"Institute to train Veterans for A.A. degree in Library Science"
Voorhees College -- Denmark, South Carolina
October 23-25, 1973

PROBLEM:

The returning veteran faces two major problems:

1) readjustment to civilian life
2) employment

These problems, along with the demand for trained library paraprofessionals and the need for improving library services in colleges and communities, provided the rationale for this institute.

PEOPLE:

From approximately 45 applicants, 20 Black veterans were selected for training. Recruitment was conducted with the aid of librarians from the Triangle Association of Colleges of South Carolina and Georgia, a consortium of six private, predominantly Black coeducational institutions. Each applicant was interviewed by Claude Green, institute director, in order to determine their interest in, and eligibility for, the institute. All of the students are high school graduates and meet both college and institute entrance requirements. Some have had previous college training, but most are first time college students. Of the 20 students enrolled, there are 19 males and 1 female. The female was formerly a psychiatric aide in the Women's Army Corps and is now married and the mother of a 2 month old daughter. (I was especially interested in meeting her because I tend to equate "veteran" with "male"!)

Another interesting student is a man who has lost an arm and is wearing a prosthesis. He, along with the other students, is learning to type. There is another disabled veteran in the institute, but I did not have a chance to meet him. For additional information on the students, see attached Opening Day Report.

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PLAN:

The instructional plan is the basic 2 year library science A.A. degree curriculum with one exception -- specially designed courses for veterans entitled Psychology, Careers and Interpersonal Relationships. "These courses are designed to deal with those veterans who will be encountering adjustment problems as they seek to reestablish themselves in civilian life. Moreover, these courses should have some bearing on any veteran who has had to operate under strict or rigid discipline. These courses are concerned with treatment through the problem solving techniques on adjustment and should have a great deal to do with the success or failure of veterans involved in the course." Cornelius Peoples, Dean of Students at Voorhees, designed and teaches the courses. His experience as a veteran, a counselor, and as Dean of Students makes him especially qualified for this position.

In the Seminar, lecturers and consultants in the field of librarianship as well as campus leaders and administrators, address the students and answer pertinent questions. During my visit the Seminar speaker was Hillis Davis, Director of the Cooperative College Library Center in Atlanta, Georgia. In the question-answer period following his talk, Mr. Davis was besieged with questions covering a broad range of topics -- from a detailed description of a computer terminal to a plea for help in finding a job in Atlanta.

A field work component is planned for the last semester of the second year. Students will work in either college or school libraries, under the supervision of a trained librarian.

Thus far, the institute is following the original plan of operation with no major modifications.

PERCEPTIONS:

In talking with Claude Green and his staff, the consensus is that the students show an interest in their work, and, for the most part, are academically prepared for college level training.

Instructor: (Cornelius Peoples) There are 3 or 4 serious readjustment problems; others have made a smooth transition from military to civilian to campus life.

-- (veterans) "more mature than regular students"
-- students show no hesitation in explaining their problems to faculty members
-- problems are of an individual nature; no problem with the group as a whole

Student: (disabled veteran) not really interested in library work but feels he is a much better student now (had previous college training)

-- "overall outlook on life has changed" feels he is more adaptable as a result of his military experience

Student: Foundations course and Library Techniques course tend to overlap.

RESULTS:

In speaking of results, attitudinal changes are as important as, if not more so than, good grades and/or the attainment of a degree. Several of these students were in a state of limbo prior to entering the institute -- idle, unemployed, no definite plans for the future. Now, many of these students are interested in careers and high incomes, and have exhibited an interest in furthering their education beyond the A.A. degree. The institute director plans to work closely with these students and their prospective major advisors in planning a sequence of courses leading to the B.A. degree.

All students who successfully complete the institute will receive an A.A. degree in Library Science and will be eligible for employment as trained library para-professionals.

RECOMMENDATIONS:

Students are paying for rooms on campus even though they live off campus. They have been told that it is "government policy" for institute students to pay for on-campus housing. The students as a group, as well as Mr. Peoples, voiced concern over this. I intend to discuss this with Frank Stevens and/or the appropriate person in the Office of Education for further clarification. The students need to know why they are required to pay this fee, if in fact they must continue to pay it.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute Site Visit
Information Report
District #12, Board of Education, City of New York
"Institute for training of paraprofessionals"

PROBLEM:

District 12 (South Bronx) is an impoverished area characterized by high crime, heavy drug use, and inadequate facilities. Consequently, the quality of education is adversely affected. This Institute is designed to help improve the quality of education by training paraprofessionals in library skills.

PEOPLE:

This Institute is a continuation of a Plan "B" Public Service Careers Program which was begun in 1970. The PSC Program was an interagency program funded by the U.S. Department of Labor, Manpower Administration and administered and monitored by the U.S. Office of Education, Bureau of Libraries and Learning Resources. For additional information on the PSC program, see attachment.

Forty female students are currently enrolled. Unfortunately, only about twelve of these have been in the program since its inception. Others have entered at various times in the past 3 years and some had dropped out and have now returned. Under the PSC guidelines, students had to be already employed as paraprofessionals in the District schools and had to be certified as below poverty level. All of them are employed as Educational Assistants and are certified by the local Manpower Agency. (Approximate annual family income: $3,000.)

The initial recruiting in 1970 was conducted by Mrs. Veazy, former Director, through contacts with District school principals.

Their ages range from 23 to 61 with the majority of them over 30; most are married and have several dependent children. The ethnic composition is Black,

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White, and Puerto Rican, with the majority of them Black. (The Opening Day Report has yet to be submitted, therefore specific details on the students are not available at this time.)

PLAN:

PSC guidelines provided for part time counseling and instruction leading to the A.A. degree and the LTA certificate. Students are released from work one day a week to take LTA classes at the District 12 Community Education Center. In addition, college courses (A.A.) are taught at Bronx Community College at night. Because of the part time nature of the plan, students only average six credits a semester. Six of the students have been selected to pursue their college work at Pace College rather than Bronx Community for the following reasons:

1. "to take advantage of the unique program and facilities recently set up there as the Board of Education's Audio-Visual Training Center;
2. to have one representative from each group who will thus be able to provide a full picture to the other enrollees of the activities, services, advantages, and training available in this program, thereby opening the door to a wealth of practical information for all;
3. to enable the six who are in a position to undertake the greater burdens of this plan (especially travel from the Bronx to lower Manhattan two afternoons and all day Saturday each week) to acquire their college credits at a more rapid pace than is possible otherwise."

Ms. Judith Hodges, Institute Counselor, and Mr. Joseph Bacote, Counselor at Bronx Community College, both work closely with the students in solving personal, as well as academic, problems.

MODIFICATIONS:

The original HEA Title II-B proposal provided for non-credit workshops on Library Skills and Counseling to be offered at the Center by Dr. Meqivern (Library Skills) and Ms. Hodges (Counseling). In lieu of the workshops, Assistant Dean Patricia Breivik, of

the Graduate School of Library and Information Science at Pratt Institute, has agreed to send two of her faculty members to the Center to teach LTA credit courses. The students are presently enrolled in two such courses: Introduction to Library Services, and Introduction to Audio-Visual Services.

Dr. Megivern, Institute Director, is currently negotiating with Bronx Community College to accept the 15 LTA credits from Pratt Institute.

PERCEPTIONS:

Director:
-- He views the Institute as a "salvage operation"
-- Has had to deal with budget, and other, problems left by the former Director
-- Functioning within the bureaucratic structure of the Board of Education has been the biggest problem.
-- Support and cooperation from Pratt Institute is excellent.

Counselor: Ms. Hodges gave me examples of the many frustrations and hardships -- personal, familial, medical, financial, and otherwise -- facing the students. They are too confidential to relate here but they illustrate and emphasize the fact that these students are really earning their degrees.
(I met one student who had broken her foot and was on crutches. She not only has to climb steep stairs to get to her class at the Center, bur she also climbs two flights of stairs to her class at Bronx Community college. When I asked her if that was hard on her, she replied, "Yes, but I don't want to miss my classes.")

Pratt Instructor:
-- students have tremendous amount of self-respect
-- "highly motivated group"

Students: -- Although they liked the workshops and learned from them, they prefer the library courses (workshops -- non-credit; courses -- 3 hours credit).
-- Dr. Megivern, Ms. Hodges, and the two instructors from Pratt are all extremely helpful people.
-- Support services (child care and transportation) are a BIG help.

RESULTS:

1. Three students completed their GED while enrolled in the Institute.

2. Two students have left the Institute in order to pursue full time college work.

3. Salaries are raised commensurate with the number of credits earned. Students who have earned 15 credits have received raises.

4. Upon completion of the A.A. degree, students will have the title Educational Associate with the commensurate raise in salary.

5. The six students in the Pace program will be qualified for certification by the Board of Education for their new career title Audio-Visual Equipment Operator Trainee.

RECOMMENDATIONS:

Director

Proposal should have contained a stronger commitment from the school principals to place these students in the libraries. Very few work in libraries -- most are classroom assistants. There also should have been a stronger commitment from the District concerning students release time to attend classes.

Bené L. Durant
Field Coordinator
Leadership Training Institute

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

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PUBLIC SERVICE CAREERS PROGRAM

Library Training

The Office of Education, Bureau of Libraries and Learning Resources, Library Training and Resources Branch is the coordination center of 36 month innovative library technical assistants (LTA) training program funded by the U.S. Department of Labor, Manpower Administration. Innovative in concept and in Federal agency interaction, the PUBLIC SERVICE CAREERS PROGRAM is designed to promote permanent employment and job position upgrading for disadvantaged persons, and to overcome individual, institutional, and environmental barriers which now prevent the most effective and efficient use of human resoruces in public service. The PSC Program assists public personnel in increase capabilities for structuring merit systems to meet program goals and needs.

Four different approaches or plans have been established in order to achieve the objecrives of the PUBLIC SERVICE CAREERS PROGRAM:

Plan "A" - Employment and upgrading in state, county, and local governments.

PLAN "B" - Employment and upgrading in agencies receiving Federal grants-in-aid.

Plan "C" - New Careers in Human Service.

Plan "D" - Employment and upgrading in the Federal Service.

Another distinct facet of the overall PSC Program is the status of each participant as either an ENTRY or an UPGRADE-level enrollee. All ENTRY-level persons must be certified as being disadvantaged; whereas UPGRADE-level enrollees are those persons (not requiring certification) employed by the sponsor at the time the contract is signed.

Approximately $600,000 has been awarded to the Office of Education for implementing its Plan "B" library training projects at:

New York City Board of Education Brooklyn, New York	40 Entry
St. Louis Public Library St. Louis, Missouri	12 Entry 23 Upgrade
Coahoma Junior College Clarksdale, Mississippi	12 Entry 6 Upgrade
Florida A & M University Tallahassee, Florida	20 Entry
Community Development Board Living and Learning Library Avon Park, Florida	10-15 Entry
University of North Florida Jacksonville, Florida	6 Entry 12 Upgrade
Monroe County Library System Rochester, New York	6 Entry 8 Upgrade

At each location, salaries of the project staff; education and training fees; child care, and transportation of the enrollees; release time; and miscellaneous medical and dental fees; materials and supplies are budgeted in each grant award; with training accomplished through a nearby junior community college and/or through in-service workshops conducted by the institution staff. In addition, the Library Resources Branch employee or National Grant Agency employee acts as coordinator, traveling monitor, and liaison with the Department of Labor personnel in reporting progresses and problems of each project.

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The Projects

The PUBLIC SERVICE CAREERS project as the Bronx, New York City is administered through the decentralized District #12 Community School Board of the New York City Board of Education. Since September, 1970, forty ENTRY-level participants have been involved in course work at Bronx Community College, in weekly counseling and library skills workshop sessions, and in on-the-job library training in public schools and facilities within District #12.

The St. Louis Public Library of St. Louis, Missouri is the site of the second Office of Education PSC Project which enrollees both entry and upgrade-level participants in the library training curriculum at Florissant Valley Community College, with on-the-job training in various departments and branches of the St. Louis Public Library.

In Missouri, as in New York, PSC enrollees express satisfaction and achievement in relevant job skills as their training correlates with specific tasks in library operation. Upon completion of training, the enrollees shall be assisting librarians in various tasks for a more total expansion of individual and community library services.

In the fall of 1972 we were able to fund five additional projects directed toward training and upgrading enrollees in the Library field.

The Coahoma Junior College project located in Clarksdale, Mississippi is designed to educate and employ approximately 18 library paraprofessionals for Para-Media Specialists to work in public and school libraries, Community Action Agencies and hospitals. The education and counseling component provides:

(1) Training for persons who are unemployed or underemployed;

(2) Train manpowers for cooperating agencies and institutions and;

(3) Career mobility pattern to increase training capacity and individual usefulness.

The Community Development Board Inc. Project is located at the Living and Learning Library Center of Frostproof, Florida, a unique library for migrant workers both Blacks and Chicanos. The program is designed to train seven unskilled and previously unemployed disadvantaged enrollees in library skills. The training component provides the necessary skills for the enrollees to perform duties as library aides at the Living and Learning Library Center.

The Florida A and M University Project located in Tallahassee, Florida is designed to educate and employ twnety library paraprofessionals. The project trains economically disadvantaged library employees of local School Districts and the university in library skills and other necessary courses which will insure job advancement. The education and counseling components are devoted to job placement, upgrade training (courses for credit or graduate equivalence) and on the job training.

The Monroe County Library Systems Project located in Rochester, New York is designed to train 14 paraprofessionals in library skills. Emphasis are placed on recruitment and training of the underemployed minority person with additional attention given to the recently discharged veteran. Within the project design is provisions for scheduled enteraction with other local government agencies to investigate the relevance of Civil Service examinations for particular positions, and to facilitate interagency transfer, training and upgrading of as many persons as possible.

The University of North Florida Project located in Jacksonville, Florida is designed to train 18 enrollees in library skills. The program proposes to offer an experimental venture in curriculum development for library education. This is a two part venture, placing emphasis on training persons interested in librarianship as a profession and upgrading the skills of the paraprofessionals who are working with librarians. The Public Service Careers Project will have a definite impact on the community, the school system, the University and most important, the library profession.

The Future

During the current period of "fiscal constraints", Federal programs have been operating with an unknown funding future. The area of employment in the public services lost needed impetus when the Manpower Bill of 1971 was vetoed during December, 1970.

The future of the PUBLIC SERVICE CAREERS PROGRAM depends upon the Department of Labor budget; but most importantly, the library training Plan "B" projects (ongoing and proposed) depend upon a sponsor guaranteeing employment for all enrollees during the following program training.

It may be hoped, as libraries realize the potential of trained library paraprofessionals that total library service to communities and recongition of the paraprofessional may be accomplished to the benefit of all Americans.

Leadership Training Institute
Site Visit Report
Columbia University - School of Library Service
"Training Media Specialists for Inner-City Public Libraries"

PROBLEM:

The problem is best stated by Miriam Braverman, Institute Director: "The great potential for the use of media as an information tool exists in the inner-city. Visual and audio communications, provided by media experts in public libraries, can be crucial in bridging the information gap which exists between inner-city social and educational programs and the people. The inner-city is visually and orally oriented. The public libraries, with branches located in the areas, and as institutions committed to service, are in a unique position to respond to the information needs of the communities. Personnel trained in the media is sorely needed in public libraries to set up the necessary linkages between the people and agencies in the communities."

PEOPLE:

The original proposal provided for twenty students from a nationwide selection. Budget cuts reduced the total number to fifteen. By transferring funds within the existing budget, a sixteenth student was added. They were recruited by Geraldine Clark, Assistant Director of the Bureau of Libraries, New York City Board of Education, through her contacts with librarians and from recruiting trips. Through her efforts, ninety-nine applications were submitted, forty-one people were interviewed and sixteen students were selected. There are eight men and eight women; most are single and only a few have dependents; their ages range from 22 - 30. The ethnic composition is twelve Black, Three white, and one Puerto Rican. Five have had previous experience in working in libraries. Time constraints prevented a broad nationwide recruitment effort, hence eleven of them are from New York City. For more detailed information on the students, see attached Opening Day Report.

PLAN:

The plan of this Institute is a direct result of a one year planning grant from the Bureau of Libraries. The planning grant (1972-73) was awarded for the purpose of designing a special curriculum for the training of media librarians for service in inner-city public libraries. The core course of the Institute is the Community Information Seminar, taught by Major Owens, Commissioner of New York City's Community Development Agency, and part time Institute instructor. The seminar is designed to assist the students in achieving a thorough understanding in three basic areas:

1. "Knowledge of the sources of vital information needed by inner-city residents and the skills necessary to establish linkages with such sources;

2. Knowledge of how to match the message with the appropriate medium so that information which is useful is also dramatically presented and easily understood by inner-city residents;

3. Skills in assisting inner-city residents in the utilization of all media to communicate their responses and information needs."

Institute staff, as well as students, attend the Seminar. While I was on site, both outside evaluators, Ms. Evelyn Geller and Dr. Olivia Frost, were in attendance at the Seminar.

The other special Institute course is the media course taught by Dr. George Stoney of the New York University Alternate Media Center. He and his staff are teaching the students photography, slide and video taping, and how these may be used for informational purposes in the inner-city. Some of the Seminar sessions have been videotaped and are used by students in reviewing for exams.

All other courses are regular Library School or University courses; students are encouraged to select courses from a broad range of electives.

Students assist in curriculum planning. They are currently working on plans for the field work component which will begin in the Spring semester.

A unique feature is that each student will take a "personal/professional" trip to a library or community information center of his/her choice.

MODIFICATIONS:

The basic instructional plan is being implemented with no major modifications. The only change is in the position of Director. Ms. Jean Coleman was scheduled to direct the Institute and counsel the students but has left the University to take a job at ALA. Mrs. Miriam Braverman, the director of the planning phase, is now also directing this phase of the Institute.

PERCEPTIONS:

Director: -- The School of Library Service and Columbia University have been very cooperative -- two of the students lack bachelors degrees, but there was no problem in admitting them to the University.
-- Wishes there were more Spanish-speaking students -- only one Puerto Rican student in Institute;
-- Students lack cohesiveness; feels Ms. Coleman would have been helpful in pulling them together as a group;
-- Pleased with the individual characteristics of the students -- background, experiences, and intelligence are superior;
-- "Fantastic" recruiting job done by Geraldine Clark (late notification of funding from the Office of Education; only a week and a half to recruit).

Students: (While on site, my time with the students was limited. One of the students was in Washington recently and I had a long talk with him. The following perceptions are derived from both the conversation and the visit.)

-- The majority of the students are community, rather than library, oriented -- view Institute as "a means to an end";
-- The Seminar and the media course show evidence of planning and are related to inner-city service; the library courses, however, have no relevance to inner-city problems or services;
-- Library courses are"too traditional and dull" (see above);
-- Anticipate future employment with mixed emotions -- eager and enthusiastic to effect change but leery of the political, financial, and bureaucratic constraints;
-- Some would have preferred that all courses be separate Institute courses -- "too scattered" around the University;
-- Present a united front in matters relating to the Institute and the curriculum, but they each have many and varied outside interests.

RESULTS:

Students who successfully complete the Institute (Summer, 1974) will earn a Masters degree in Library Service.

The Seminar will be incorporated into the regular Library School curriculum.

RECOMMENDATIONS:

Students: Library courses should be revised and made more relevant to service in inner-city public libraries.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute
Site Visit Report
"Library Improvement and Skill Training (LIST)"
Coahoma Junior College
Clarksdale, Mississippi

PROBLEM:

In the words of the Director, Dr. McKinley Martin, "Coahoma Junior College is located in the Mississippi Delta. This area has been historically characterized by racial prejudice; outmigration of its youth, plantation type control of all agencies and institutions; hard working poorly paid Black people; high percent of women heads of house; an ill-proportionate percentage of underemployment and unemployment resulting in a high number of welfare and related types of dependencies; submarginal education system; and generally lack of hope for the masses of its Black citizens."

"The local school systems have been so impoverished that most of the elementary schools were without any type of organized library. They had neither the funds nor the trained talent to set up libraries with any degree of sophistication. Therefore, this institute will have a dual role of assisting and providing hope for individuals while simultaneously providing hope for an impoverished area."

PEOPLE:

The plan of operation provided for eighteen women students who were either unemployed or underemployed. The current enrollment is twenty-one Black underemployed women ranging in age from 23 to 52. They are all employed in either the school systems of the four counties which the junior college serves, or local Head Start programs. All the participants possess either a high school diploma or a GED certificate, but neither is an entrance requirement. Some have had previous college training and are classified as either advanced freshmen or sophomores, but the majority of them are at the beginning freshman level. Most are married and have several dependent children. They were

recruited by the Director through contacts with local school principals and Head Start officials. For additional information on the students, see attached Opening Day Report.

PLAN:

This instructional program was first implemented at Coahoma in 1972 under the Public Service Careers Program. The PSC program was a cooperative effort between the U.S. Department of Labor (funding) and the U.S. Office of Education (administration and monitoring) to train and upgrade employed library paraprofessionals on a part-time work release basis. Fifteen Black women successfully completed that program. Based on the success of the PSC program and the still unmet need for more trained library technicians, funding was received from HEA Title II-B to continue training. Although three of the current students were enrolled in the PSC program, this is not a continuation of that program.

Students attend classes on a part-time work release basis. Classes are from 2:00 p.m. to 9:00 p.m. Monday through Thursday with no classes on Friday. Coahoma is on the quarter system; students can earn 18 hours per quarter (6 hours Skills Training and 12 hours General Education courses). Because of the emphasis on skills (typing, processing, clerical, etc.) and the fact that they are employed, skills training begins in the first quarter and typing classes are required each semester. There are no classes in cataloging or reference. (Note: other A.A. level training programs have taught reference and catologing. Within the library profession there is a major controversy concerning the suitability of teaching these courses to technicians.)

An internship is planned for the Winter and Spring quarters. Individual plans will be worked out for each student and they will receive three hours credit per quarter.

Three one-day library related workshops are scheduled during the year. While on site I attended, and participated in, a workshop on "Inter-Group Relations for

Library Technician Trainees and Trainers." The institute outside evaluator, consultants in Adult Education, and institute staff and students were in attendance.

The institute is following the original plan of operation with no modifications.

PERCEPTIONS:

Director: He sees the institute as a model for the state; this is the only Library Technical Assistant training site in Mississippi; has held planning meetings with the Academic Dean in order to incorporate this program into the established junior college curriculum; plans to go into degree program next year.

Academic Dean: Lends full support to the institute and is working closely with the Director to get library technician training established as a degree program; also would like to see Coahoma Junior College become the LTA training site in the state.

Coach Counselor: Currently conducting employment survey throughout the state; survey is not yet completed but initial response has been favorable; jobs are, or will be, available.

Students: The students, though not very vocal, were unanimous in their praise of the academic program, the faculty, and the Director. Despite the hardships of time and travel (one student drives 76 miles each way to and from the college) and the many roles they have to play each day (wife, mother, employee, student) they are faring well.
One student said she was getting "education at a discount price."

RESULTS:

An interesting feature of this institute is that the Director has taken into consideration the probability of zero federal funding to continue the second year of the program. The program is so designed that at the end of one year students can earn an LTA certificate and will be qualified library technicians even though they do not possess the two year degree.

RECOMMENDATIONS:

There were no recommendations made by students, faculty, Director, or LTI staff.

René L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute
Site Visit Report
Education of Librarianship
in Urban Community Colleges
Indiana University, Bloomington, Indiana
Site Visit Dates - January 29-31, 1974

PROBLEM:

Dr. Shirley Edsall, author of this institute proposal, surveyed 428 community college librarians, with 324 usable returns received (75.7%). Dr. Edsall found the following data:

"A majority of the community college librarians expressed a need for special knowledge, in addition to that required of other academic librarians, in the areas of the history and philosophy of the community college, the variety of its occupational and transfer programs, and the diversity of the student body it serves. In other particular fields of education they mentioned curriculum development, educational psychology, adult education, vocational education, and educational technology. Library schools should assume the responsibility of making this special knowledge available to present and future students by means of a special course or seminar relative to the unique features of community education and the library service required to meet the needs of this educational venture. Over 90% of the librarians suggested that special knowledge, competencies, and attitudes are needed for community college librarianship."

With this stated need, the institute was funded focusing on a nationwide selection of ethnic minorities interested in becoming community college librarians.

PEOPLE:

Due to the late notification of funding, recruitment posed a serious, though not insurmountable, problem. From telephone calls made to librarians throughout the country, ads in national newspapers geared to specific ethnic groups, and contacts with applicants for the regular graduate library program, 38 applications were received. These applications were then reviewed

by a committee consisting of the Institute Director, the Associate Dean of the Library School, and three members of the Library School faculty in order to select eighteen students.

The foreign language requirement was waived for all institute students, but in all other areas they met standard University entrance requirements.

The ethnic composition is thirteen Blacks, four Mexican-Americans, and one South American. There are eleven women and seven men with their ages ranging from 22 to 43; six of them are married and five of them have dependent children. They represent nine states and the District of Columbia. For additional information, see attached Opening Day Report.

PLAN:

The original proposal was written by Dr. Shirley Edsall, who has since left the University to accept other employment. The new Director, Charles Hale, is basically following the original proposal with a few modifications. It is a Masters degree program consisting of one academic year and two summer sessions. The institute is using the interdisciplinary approach with students taking electives from the Department of Higher Education as well as the School of Library Science. They are enrolled in regularly scheduled courses at the University with the Seminar being the only separate institute course. It is designed largely to deal with the special features and problems of a community college and the learning resource center in the college. This is accomplished through field trips, guest speakers and lecturers, and group discussions. Each summer session will consist of the seminar and an elective. The Director taught the Seminar in the first semester, is currently counseling the students, and will again teach the seminar in both summer sessions. Due to the fact that there are no community colleges near the University, there is no practicum or field work component in this institute.

MODIFICATIONS:

The summer sessions, as originally planned, consisted of a six hour seminar. From student input and conferences with the outside evaluator, it has been changed to a three hour problem solving format.

The program objectives have been more clearly defined and delineated by the students and the new director.

PERCEPTIONS:

Director: Institute has had positive impact on the Graduate Library School

1. more concern for materials for minorities;
2. new foundations course on community college librarianship will be incorporated into the regular Masters curriculum;
3. interaction of institute students with the faculty and regular Masters students;
4. a new awareness of people relating to each other and responding to needs.

Faculty Member: Students in the institute have brought a variety of experiences and backgrounds to Indiana University.

From formal and informal discussions with other faculty members, the Dean, and the Associate Dean, it was obvious that the institute is receiving full support from the Graduate Library School. Those faculty members who had taught institute students, with one exception, found them to be highly capable and welcomed the opportunity of having them in their classes.

I had the same general impression after talking with two members of the Advisory Committee, one of whom had also taught the students. They follow the students progress closely and are committed to assisting in their successful completion of the institute.

Students: The usual student complaints were aired: "Not enough money"; "I was told too little about the program in the beginning"; "Notification about acceptance came too late." But they conceded that these were minor inconveniences. The major complaint from the majority of the students was the format and the method of instruction of the current seminar. They feel the present instructor is not as well prepared or as knowledgeable as Mr. Hale (taught first semester) and that the material they are receiving is extraneous to basic library skills such as acquisitions. They want more basic, practical, material.

They felt they learned more from Mr. Hale and several expressed a desire for him to take over the course the remainder of this semester. Others said the instructor is not the problem, it's the format; it's too loosely structured and needs to be revised and given more substance. At any rate, there is much dissatisfaction with the Seminar as it is presently taught. Another comment, though not as frequent, was the lack of opportunity for field work or some type of practical work experience as part of the instructional program.

On the positive side, the students have no regrets from entering the institute; they are realizing personal, as well as professional, goals; feel no sense of isolation within the Library School or the University; and have good rapport with the director. They appreciate his genuine concern for them as individuals.

I might add that the Afro-American Affairs Department of the University and its many services, both academic and social, has played a major role in helping Black students adjust to a large Midwestern university. The Vice-Chancellor for Afro-American Affairs is a member of the Institute Advisory Committee and his personal concern for the students' general well-being was clearly evident.

RESULTS:

Approximately one third of the students earned 4.00 averages (on a 4.00 scale) for the first semester.

Students are compiling several bibliographies on occupational/career materials for use in community colleges.

Initial job contacts have yielded approximately 10% positive response. Resumés of all students were taken to the job registry at ALA Midwinter and over a thousand letters of inquiry have been mailed.

Students who successfully complete the Institute will earn an MLS degree and will be qualified for employment in community college libraries.

RECOMMENDATIONS:

The Seminar, which is the focal point of the Institute, needs to be restructured. I discussed this with the Director and selected members of the Library School faculty. They in turn, with input from the students and possibly the outside evaluator, will modify this semester's course and revamp the course for the summer session.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute Site Visit Report
"Training Library Aides in Pueblo Indian Schools"
University of New Mexico - Albuquerque, New Mexico
Site Visit Dates: February 25-26, 1974

PROBLEM:

It is a sad historical fact that the Bureau of Indian Affairs day schools in the Pueblos (reservations) have lacked adequate libraries and library services. This is due in part to the lack of trained library personnel. College level educational opportunities for Pueblo residents have been limited due to the low level of previous education, geographic isolation, economic, and other prohibitive factors. (See attached descriptions of four Pueblos.) This institute is designed to help alleviate this problem by providing on-site library-media training to eight Indians.

PEOPLE:

The students selected for this institute are employed as teacher aides in the BIA schools. In addition, they have all completed or are currently enrolled in general education courses and/or electives through the University Extension Division. They are women ranging in age from 19 to 60; only one is single - the others are married and have dependent children. (See attached opening day report.)

PLAN:

The eight Pueblos represented are geographically divided into the Northern and Southern Agencies (four aides each) of the BIA. Classes for students in the Northern Pueblos are taught at each school on a rotating basis. Part of each class period is spent in cataloging and classifying the collection at that particular school. The instructor, Janet Naumer, and the students share in this activity which has a two fold effect -- it serves as a practical learning experience and also expedites time in the processing and accessibility of library materials. Students from the Southern Pueblos are taught on Saturdays (also by

Ms. Naumer) at the University in Albuquerque. In addition to her formal teaching duties (two courses per semester) Ms. Naumer also spends time during the week at the schools with each student. In this capacity she gives individualized instruction, helps in organizing the library, and when necessary, conferring with the principal. The library-media training consists of nine credit hours each for the spring and fall semester and six for the summer session, for a total of 24 credit hours.

MODIFICATIONS:

During the past fall semester classes were held once a week. Due to the energy crisis and the distance to be traveled by the students and Ms. Naumer, classes are now held every other week for one full day instead of a half day.

Ms. Naumer will not be available for the summer session. It is crucial that a new instructor with her expertise be hired to complete this phase of the training.

PERCEPTIONS:

Director: (Lotsee Smith) Major concern is the lack of professional supervision for the students after the institute is completed. Although their training is for library aides, they will function as librarians.

Instructor: (Janet Naumer) Main problem is cooperation from the Pueblo school principals in supplying necessary equipment and materials to support the training program and the school library.

-- Use of a University car would have been helpful but it has to be returned to the campus each night. (Ms. Naumer uses her own car.)

-- Students, on the whole, are doing a

good job -- both in their course work and in organizing their libraries.

Students: Most of the student comments were supportive of the institute in general, the instructor, and the director. There were a few specific comments, however:

Several of the students from the Southern Pueblos expressed a desire to attend classes at their Pueblos (like students in the Northern Pueblos) instead of at the University. They don't particularly like having to give up their Saturdays since they all have family responsibilities. Also, by meeting at the Pueblos, they can help each other in problem solving.

Another comment was that Ms. Naumer is "spreading herself too thin" -- the time she spends on site often is not long enough to accomplish very much.

LTI Field Coordinator:

All of the students I met were interesting people but one in particular is especially noteworthy. She is 60 years old. After I observed her in class, talked with her, and briefly visited her library, her interest, enthusiasm, energy, and creativity belied her chronological years. She was really a joy to behold!

RESULTS:

1. Students are already organizing library-media collections in their schools and are providing related services.

2. In some Pueblos, community libraries are being developed. Some already exist; others are in the planning stages.

3. Students who complete the training will have earned the AA degree (all credits are transferable to a BA degree).

4. Upon completion of the degree, students will be eligible for state certification.

RECOMMENDATIONS:

Instructor: If on-site training programs like this are to continue, a media van equipped with all the necessary reference and teaching materials, would be useful. Although the University gives full support to the institute in theory, in fact there are many problems with the use of University equipment for on-site training.

Director: Like the University, the BIA lends support to the institute, but that varies widely among the individuals involved. Within the organizational structure of the BIA there is no library specialist. There should be such a person at either the national or agency level with full responsibility and authority for the organization of libraries in the Pueblo schools.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute Site Visit Report
"Indian Graduate Librarianship Institute"
University of Arizona - Tucson, Arizona
Site Visit Dates - February 28 - March 1, 1974

PROBLEM:

The best problem statement comes from Velma Rumley, a Navajo enrolled in this institute. The following is excerpted from a paper she wrote for a class in Library Service to Ethnic Minorities:

"My feelings about libraries in the past tend to be more negative than favorable. My experiences with libraries make me think of them as forboding, unfriendly places that charge for the least delay in book returns. A feeble attempt at having bookmobile service on the reservation fell through, since it spent more time in the mud than it did giving service. I say this with frustration and resentment. I am frustrated because I have been one of the fortunate few who has been exposed to a new breed of librarians and I wonder how long it will take my people back on the reservation to have this experience. I resent the fact that my people have not been turned on to the library world and its many benefits."

PEOPLE:

Thirteen Indian students are currently enrolled in this one year masters level institute. Eight of them entered the program in September; the other five in January. At least two of the students possess masters degrees. There are seven females and six males with ages ranging from 22 to 40. Al but two of the students are married and most of these have several dependent children. They represent the following states: Arizona (5), California (2), and one each from Mississippi, Utah, Oklahoma, New Mexico, Colorado, and South Dakota. Recruitment was a somewhat harried affair due to the late notification of funding and the paucity of Indians with the interests and qualifications for graduate study in librarianship.

MODIFICATIONS:

The original proposal provided for fifteen students: twelve to receive undergraduate instruction and three to receive graduate instruction. Also the institute was to cover a two year period. Now the institute is a one year graduate program with thirteen instead of fifteen students.

PLAN:

In addition to regularly scheduled courses in the Graduate Library School and electives, students are enrolled in three separate specialized courses: Administration of a Cultural Center, Social Science Information for Indian Communities, and "Museology". I sat in on the first two classes but was not able to observe the course in "Museology". It is a course in museum techniques (Indian emphasis) cataloging and classifying of artifacts. Each course is evaluated at mid-term in order to modify or re-structure. Students contributed in planning and scheduling courses for the second semester. Most are carrying a full course load of 15-16 semester hours. The field work component will be implemented in the summer session. Students will work in different types of libraries serving Indians. They are not restricted to the Tucson area; some plan to return to their home sites for the field work experience. In all cases, the on-site supervisor will maintain communication with the institute director or appropriate faculty member. Field work is six credit hours and will be graded "pass/fail".

When the need arises, informal rap sessions are held with students and faculty.

PERCEPTIONS:

Students: -- more support from Dickinson is needed (his role in the institute is strictly administrative)

-- would prefer to have an Indian instructor (the secretary is the only Indian staff member)

-- no concentrated effort from institute nor Graduate Library School in locating jobs: "job outlook is bleak"; students are looking for jobs on their own

-- "Courses too hard; stipends too low"

At the time of my visit the low stipends were the most immediate problem. Since that time, Frank Stevens, Program Director, USOE, has approved budget changes which provide increased stipends to those students with past library experience. Unfortunately two of the men with large families (one of whom regularly gives blood to receive money) were among those who did not qualify for an increase.

In summary, the students comments were: We need "money now and jobs in the future."

Director: (Dr. Donald Dickinson) Many students had severe academic problems the first semester resulting in a number of E's (Failure), I's (Incomplete) and C's. The courses were Cataloging and Reference which were taught by regular GLS faculty members. Although tutoring sessions were made available to the students last semester, very few of them took advantage of this service.

Ms. Deas Campbell, institute instructor, is presently tutoring students and conferring with faculty members on the necessary requirements to make up the Incompletes.

-- attributes the academic problems to the "rush" recruiting job necessitated by the late notification of funding; had there been more time it might have been possible to recruit a higher calibre of student

-- A case to illustrate that point is the five students who entered in January. Thus far, they have had no academic difficulties and seem to be better prepared

for graduate study. (Two of these have earned masters degrees.)

-- Starting to make inquiries about employment possibilities.

RESULTS:

Students who successfully complete the institute will have earned an MLS degree. (The Graduate School of Library Science was recently accredited by the American Library Association.) The five new students will have federal support through December 1974.

These thirteen students will increase the small number of Indian librarians and add another much needed dimension and point of view to the profession.

RECOMMENDATIONS:

Student: The planners should find out about living costs, housing, schooling for children, and other practical aspects of living in advance.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Leadership Training Institute Site Visit Report
Educational Media Technician Institute
Burlington County College - Pemberton, New Jersey
Site Visit Dates: March 12-13, 1974

This report will depart from the usual format because this was a return trip to this institute. Basic background information was gathered and reported last year (see attached report).

In this visit I had only two main questions: "What did you learn from last year's institute experience? Based on what you learned, what changes and modifications have been made this year?"

At the time of my visit last year (April 10-12, 1973, second semester) it was already apparent to Mr. Gude and Mr. Thomas that the most immediate need was for a full time counselor, preferably an ex-offender, who would be uniquely qualified to deal with the special counseling needs of the corrections-related students and to also serve as a positive role model for these students. This need has been met in the person of Mr. James Meyers who was hired in July for the second and last year of this institute. He and Mr. Gude both counsel students but Mr. Meyers main areas of responsibility are the non-academic problems such as negotiating with parole officers and correctional authorities, helping to secure local housing and veteran benefits, transportation, and generally assisting the students in adjusting to the transition from their previous life styles of urban life, drugs, crime, and incarceration to a small rural college environment.

It was also apparent last year that this institute would probably have a high drop-out rate due to the following factors:

1. With only a few exceptions, most of them have had no previous positive educational experience and consequently place little value on education in general and the institute in particular.

2. They were selected for this institute rather than applying to it because they were among a small number of incarcerated men legally eligible for the program.

3. The limited scope of the institute (Educational Media Technology) and the job market -- most of them "have often earned substantially more money, legally as well as illegally, than they can expect to receive as a library or media paraprofessional" (Lorenz Gude).

4. Students who entered the program as inmates and were later paroled encountered a host of other problems:

   a. most returned to their home sites (Camden, Trenton, and other neighboring cities) and transportation to the campus became time consuming and difficult -- some students lacked cars or rides to the campus;

   b. the temptations in their home environments to return to drug use and crime;

   c. family problems -- some are married and have dependent children to support, others are estranged from their wives and families and have neither moral nor financial support from them.

Through extensive personal and academic counseling and enrollment in college developmental classes, students have been sufficiently oriented to an academic environment and many are motivated enough to at least try to "stick it out", even though their interests may be in areas other than educational media technology. Some of the special problems of the new parolees have been alleviated by locating housing near the campus. This has had the two fold effect of drastically reducing the transportation problem and lessening the odds of returning to drugs and crime by placing them in a new semi-rural environment. This was not easily accomplished, however; many had to receive permission from their parole officers to transfer jurisdiction to Bordentown. This often involved many phone calls, letters, and a lot of time and energy before the transfers were finally approved.

Despite these efforts there has still been a high drop-out rate. The institute is to train fourteen students. At all times there have been fourteen students

enrolled -- as students dropped out, flunked out, were asked to leave, others were added. Approximately four of the corrections-related students from last year are still enrolled. Of these, one is interested in photo-journalism and has had an article published in a national magazine. Another is making plans to continue study towards a bachelors degree.

It is still too early to tell whether any of them will actually be employed as educational media technicians, but they realize that they are acquiring marketable skills that give them an alternative to the way of life that caused them to be previously incarcerated. Also, employment as technicians can be a stepping stone to another career, or to help finance further education. At any rate, the main objective for the corrections-related students is "that as a consequence of their involvement with the program they will find some viable alternative to the way of life that has put them in jail in the past." (Lorenz Gude)

The highlight of this trip was a visit to Bordentown Reformatory. I was only allowed to see the educational areas of the prison -- the Right to Read program, the college level classes taught by instructors from Burlington County College, and the library. Needless to say, this was a very educational experience for me. I met inmates who had completed college degrees while incarcerated, other who had either learned to read or increased their reading levels through the Right to Read program, and some who tutor their fellow inmates. The most remarkable part of these facilities was the library. I was taken to the prison by two men who had been previously incarcerated there. They pointed out the vast changes in the collection since they had left. Part of the collection is to support the educational program, there is a separate law collection, and the remainder is recreational reading. It was in this area that the changes were noted. Books, periodicals, and newspapers reflect the interests of the largely Black prison population. Censorship is at a minimum -- many of the books reflect radical political thought and ideology.

In summary, this institute may or may not produce fourteen educational media technicians, but what it has done is make an attempt at reducing the recidivism rate in New Jersey by providing the opportunity and support for a new way of life for a small number of inmates and parolees. To this end this institute is meeting its objectives.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Personal notes from Milwaukee meeting, February 21-22, 1974 (Defining Community Information Needs and Designing Library Training Programs to Meet These Needs)

Dorothy J. Anderson

1. Librarians should look at the library in the life of the user, rather than the user in the life of the library.

2. If librarians are to be change agents, they must work through community opinion leaders (for credibility).

3. The librarian as "street artist" -- living, feeling, hearing, and to some extent experiencing both the hopes, and survival, and information for living needs of the economically impoverished.

4. The librarian as "street artist" must be flexible, courageous, tough, independent.

5. He must be where the community is -- meetings, clubs churches, hang-outs.

6. The librarian, or library institution, must assume responsibility for the lack of response on the part of the community.

7. We have come and gone, impelled by some brief liberal instinct and federal funds, leaving a legacy of dependency and despair.

8. The poor have constant suspicion-producing contact with many government institutions, and are accustomed to getting shortchanged and hearing hollow promises.

9. Remember that poor neighborhoods have their leaders, their value systems, their pride of community.

10. Society has recently regressed in its application of interest and money to the problems of the poor.

11. Delivering information needs must be preceded by a systematic gathering of available data -- statistics, studies, figures, a community profile on unemployment, housing, future projections -- before plunging into the scene as a provider of services.

12. Question raised: Whom are we serving -- ourselves or others? Suggestion: We can't know other's needs until we know our own.

13. If community residents REALLY define their own information needs and if librarians really listen and become willing to provide this information, there is an unspoken fear that we might be used or regarded as servants of the people. - In contrast to our present roles as teachers, missionaries and enlighteners, which bring us warm good feelings, self-esteem, even though our programs are ineffective.

14. Information is political.
Information molds minds.
Information is used to suppress and oppress.
Information CAN be used to free people. The realities of the relationship between politics and information is ignored in library schools.

15. All librarians will not be change agents. But all should be exposed to political significance of information.

16. Why discuss training at all unless we face facts of oppression and manipulation.

17. These are not radical ideas. They are the heart of ALA library standards which we ignore at our peril.

18. Terms like "outreach program", "target group", "special Clientele", etc., are fads. It's PEOPLE service we're after. All people. (Whoever needs what we can provide.)

19. Planning with people -- what they define as needs.

20. If public libraries can't and won't use our graduates, we'll send our graduates to agencies who will. If public libraries aren't producing services, let them die. If library schools won't train for service to all, let them die.

21. Other agencies are just as bureaucratic (or more) than libraries. Better stick with the ship. All educational institutions and social agencies become cumbersome and self-serving eventually.

Note of Optimism: Any agency requiring an information specialist can use our graduates -- try them all. The object -- to link with the people who are reaching for knowledge.

22. Fear that new networking priorities of ALA and National Commission again exclude the poor and "underestimated".

23. It seems that hospitals are in the business to serve doctors; schools to serve teachers; libraries to serve librarians. Who will give time and money to serve the people.

24. On Field Work -- Students need opportunity to sift choices -- experience frustrations -- encounter red tape, indifference, apathy, hostility -- learn the games -- survival mechanisms and techniques and the hostile challenge that disguises the need for a way out of oppression and circles of defeat, despair, pessimism.

25. Since the demise of the Poverty Program, the residue in communities has been indigenous leadership -- self-styled, supported, and directed programs for neighborhood people. Talking, thinking, believing, and a few are still DOING.

26. It is up to the city librarian to inform the library board of community realities and needs, press for budget and priority activities, demonstrate to board the flavor of the community by use of video, open board meetings to the public. etc.

27. Entrenched library systems and library education programs are "running scared." They have nothing to show -- funds reduced. Now is the time to let them save themselves by serving people -- by at last serving people, they could preserve their own institutions.

Advocate Counseling Model - presented by Mike Brophy - UWM

1. Community selects interns.

2. Bend regulations on academic degrees.

3. Research -- key to documenting (backing) political strategies.

4. To assert control over one's own life, by knowing consequences of his or others actions (under the law).

5. Society now has primary value on passive behavior by low income groups -- keeps them powerless.

Steps in Advocate Counseling

1. Counselor emphasizes accurate information -- expand options -- educational phase;

2. Force choice content -- "make a choice or choices will be made for you";

3. counselor as facilitator (helps client make decision);

4. develop together an affirmative format -- working FOR something, rather than against -- emphasis on education and information rather than confrontation;

5. consolidates decision -- client tells his family, etc.;

6. implementation -- planning strategy to deal with institution;

   a. put everything in writing -- make copies,

   b. file everything in chronological file,

   c. send all mail certified -- return receipt requested,

   d. counselor never does actual advocating,

   e. if client can't write, get family help -- reinforce writing and reading skills,

   f. client learns techniques of being affirmatively assertive,

   g. client should be able to practice advocacy on his own,

   h. client becomes independent,

   i. client maximizes self control and minimizes "other" control.

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Advocate Counseling -- General

1. Developing positive assertive behavior is the key.
2. Nothing builds trust like ACCURATE information (dated). (Note when it will be revised and signed.)
3. In memos the counselor uses understandable language, may paraphrase, but cites primary source.
4. Knowledge as a means of prevention of frustration, apathy, etc.
5. To help people, be effectively assertive -- you have to know the law.
6. Indigenous clients have more energy and confidence as they become more assertive -- become leaders in the community.
7. This program is working because it is NOT generating dependence.
8. Paper will be available -- write to Milwaukee c/o Mike Brophy.

Library training programs for American Indians must focus on the training of local people for local jobs in non-degree programs or paraprofessional programs.

It is not feasible to expect small isolated groups or tribes of Indians to be able to attract or support the services of a (MLS) professional librarian, yet library services are almost non-existent.

Appendix C-2

Report on Micro-Workshop
Sponsored by Leadership Training Institute,
Florida State University

Participants: California State University, Fullerton
Case Western Reserve University
University of Toledo

Prepared by: Patrick S. Sanchez, Director
Graduate Institute for Mexican Americans
California State University, Fullerton

Submitted to: Ms. Dorthy Anderson
Program Coordinator

June 1974

Purpose:

The purpose of the Micro-Workshops with Case Western Reserve University and the University of Toledo was to examine the alternatives for training librarians to serve the minority communities in the large urban areas. This included an examination of how students were able to function in an intern program designed to operate within the community.

The workshop also gave us the opportunity to share our experiences gained during the past year. Length of program, curriculum, internships, etcetera were areas of greatest concern to all of us.

Program: Cleveland, Case Western Reserve

Our meeting at Case Western Reserve on May 29 and 30, lost some effectivensss due to graduation of students and the closure of the campus. However, through the efforts of Al Goldwyn and members of his staff we were able to accomplish a great deal.

Visitation to the library involved in the Case Western Reserve Program gave us the opportunity to consider developing an intern program where a total library program operation is developed, operated and manned by students. The practical experience was good but the academics were considered lengthy. Students felt that two years was far too long, considering that students in the regular Library Science Program were able to complete their studies and find placement in one year. However, their practical experience was far better than others. It was also felt that the academic preparation did not seem to fit the practical as well as it should have. One must remember however that this was based on the opinion of only one student that we were able to interview.

In our discussions with the Director and Staff I had the feeling that a great deal of restrictions and limitations were placed on the Program by the Institution. The lack of control over their own funds seemed to impare the program.

While the internship was the strong point of the program, we were also made aware of the difficulty of the Staff to operate the program as effectively as they had anticipated. This was no fault of the Institute but that of the library system and its methods of financing its branch libraries.

An example of this problem was brought into clearer focus during our visit to the Latino Library branch housed in the basement of a branch library in Cleveland's Spanish community.

The Staff was composed of one Spanish Speaking para-professional position. Because this person had no other assistance he was unable to leave the library to make contact with the community. There was also no one available "upstairs" in the library that could speak Spanish to direct the community people to the collection "downstairs".

The experience that was provided through this Micro-Workshop in Cleveland made us more aware of what must be done to be more effective in serving the minority communities in our large urban areas. It also has reinforced my belief that greater contact and communication between special library education programs is necessary to insure each program success and support.

Program: Toledo, University of Toledo

Our meeting with Staff and students at Toledo on May 30 and 31 was quite productive.

Their non-conventional approach to the traditional work-study program was of great interest to our students.

Our meeting with Miles Martin, his faculty and students on Thursday afternoon was for the purpose of orientation to each program. Goals and objectives of our program were discussed in terms of organizational structure, curriculum, and field work or intern programs.

This was followed by visitation to two agencies to observe students involved in intern work.

On Thursday evening we joined the students and Staff at Toledo in an informal seminar at which time student progress and problems in the intern setting were discussed. A great deal of open discussion between our students and the Toledo students took place.

Friday morning was spent visiting the Guadalupe Center Project in Toledo's Chicano section. Here we were able to discuss the possibility of a cooperative program with University of Toledo, California State Unviersity, Fullerton and the Toledo Chicano community. This project is now being considered for implementation.

The Toledo program had several aspects which we at Fullerton have considered for some time. This Micro Workshop enabled us to critically observe these alternatives for possible implementation into our own program:

a) Student volunteer work at an "alien" agency gives students an excellent perspective of areas generally not included in the library professional field.

b) Salaried jobs in "other" social agencies normally not included in the profession but in need of an information system. Salaried intern positions with possible future full time employment.

c) Total development of alternative information needs for the communities through social agencies.

d) More purposeful related academics to community needs.

The value of these micro-workshops cannot be measured in the traditional sense. It has given us the opportunity to observe alternatives to serve our minority communities which have been neglected through the traditional approach of library service.

There is a greater need now to support and continue programs which do offer alternatives to the people in this country which are literally ommitted from information services.

We can only hope that organizations and programs such as Leadership Training Institute can continue to support such activities as Micro-Workshops to aid in the elimination of these problems that exist in the library profession.

Sincerely,

Patrick S. Sanchez

PATRICK S. SANCHEZ
Director, Graduate Institute

Report on Micro-Workshop

CWRU at Columbia

April 18,19,20 1974

On Thursday, April 18, 1974 three students and two faculty members* of the CWRU Title II-B Institute went to New York to share a special three-day seminar series with the Columbia Institute. The attached program describes the topics discussed and the media-presentations viewed.

The CWRU visitors were extremely interested in participating in discussions about advocacy and about the library and politics since these were issues that had been covered in the CWRU Urban Library Service Seminar. We were anxious to hear comments from another perspective and compare our thinking with the views of people from other parts of the country. The CWRU group was also interested in the discussions and presentations of media because it had had less extensive experience with non-print media and wished to learn more about its potential.

The visit was very successful in allowing the individual visitors to follow through on their interests. (See questionnaires attached). Three people felt the personal student-to-student or faculty-to-faculty were most helpful in learning what they wanted to know; two thought the formal seminar sessions most important. Of the seminar sessions, two thought Binnie Tate's discussion on politics was the most important; two found Mike Brophy on advocacy counselling most valuable, and one thought Don Robert's presenta-

*Those attending were: Alvin J. Goldwyn, Director; Rae Rohfeld, Associate Director; Rebecca Cooper, Jacqueline Wagner, and

tion on the use of media and the students' media presentations were the most helpful. Everyone discovered new ways of working with non-print material.

In the area of library education, it was useful to discover that Columbia had the same kinds of problems with field work arrangements that CWRU had: communications difficulties with libraries and some resistance on the part of library supervisors. Actual visits to field sites could not be arranged because of the seminar schedule, but these were replaced by the Columbia student's videotape presentations which were community surveys of their field work areas.

Upon the group's return, a session of the Urban Library Service Seminar was devoted to a discussion of the learning that took place in New York, so that the entire Institute derived at least some benefit. Discussion has also taken place with other faculty and students covering parts of the N.Y. program which were of particular interest to them.

This micro-workshop was an extremely rewarding experience and is the kind of opportunity for learning which should be encouraged. It allows people to set their own educational objectives and to locate situations in which to achieve them. This makes for effective and rewarding learning experiences.

Appendix C-3

DOCUMENTATION

TITLE: Government Grant
Institute for Training in Librarianship under Title II-B
Higher Education Act of 1965 as amended.
"Developing Awareness of Community Resources"

DATE: April 16, 1974
Bridgeport Public Library Classroom
9 - 12 DACRI I

CONVENOR: June Csoltko, Assistant Project Director

DOCUMENTOR: Gladys Croom

ATTENDING:

Harriette Brown	June Csoltko	Tom Sargent
Bernadette Baldino	Janice B. Fodero	Mary-Ann Skopp
Alrena Buttery	Kathy Gleason	Janet Toplansky
Brenda Claflin	Marjory Harkins	Anne Walsh
Gladys Croom	James Matheny	Lois Weatherbee

ABSENT:

Phyllis Cummings	E. Paul Jones	Doris Naedele (At Nebraska Institute)
Jennie Hargrove	Les Kozerowitz	

PURPOSE OF MEETING: Review and Evaluation of DACRI I

METHODOLOGY USED:
(1) Announcements
(2) Discussion in smaller groups
(3) Summary

MAIN ISSUES AND CONCERNS: June Csoltko announced that Mr. Denis Lorenz is working on a grant for personnel and money to compile an information directory.

Also we can expect to read something about DACRI in the Wilson Library Bulletin, at this time we don't know which issue.

June opened the session by giving her personal evaluation of the program. She enjoyed the experience and feels she will be better able to evaluate the effects of the program in the future.

Tom Sargent, Resource person and Brenda Claflin, project evaluator gave their evaluations of the program.

We were divided into two groups. Each group was assigned a participant moderator and a reporter. Each individual was given time to express his or her feelings about participating in the program.

After a meaningful discussion by the two groups, a summary was presented by each moderator.

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Alrena Buttery, moderator for one of the groups, summarized her group's discussion. They felt DACRI has brought the Staff closer together. The tours were interesting and communication between the directors of the various agencies and DACRI was good.
Some members felt that the session on communications did the most for them.
Others found the video-taping experience an opportunity which would not have been possible had it not been for DACRI.
The Hartford meeting was considered the highlight of the program by the people who were privileged to go.

Everyone in this group want the work DACRI initiated with the agencies to continue. Most of us would also like to visit other libraries and share our experiences with them.

Marjory Harkins, moderator of the second group, summarized her groups' feelings, "We have experienced greater understanding of one another. We have learned to develop our skills in communicating with each other. We should try to develop these skills further and apply them to our daily lives."

We all agreed that we have been affected by our involvement in DACRI, and hope that the community will feel the effects of our involvement. Everyone agreed that this particular meeting was exceptionally meaningful to us.

After returning to our general group there was a final summarization of both sides and it was interesting to note that most of us agreed on the same things.

It was generally agreed that:

1. Relations between staff members improved since DACRI.
2. We learned to communicate and to celebrate ourselves.
3. The tours were a great learning experience, it was good for us as well as the community.
4. DACRI SHOULD CONTINUE!

There is still strong feeling about the lack of communication between the administration and the staff.

PROCESS COMMENT:

This Documentor considers the whole DACRI experience the greatest and most satisfying happening in my entire library work.

I've enjoyed the warmth that it has projected from one member to another and I've learned more about some of our inner feelings about ourselves and each other. i.e. Our likes, dislikes, prejudices etc.

It is my hope that the DACRI concept will not die.

DOCUMENTATION

TITLE: Government Grant
Institute for Training in Librarianship under Title II-B of Higher Education Act of 1965 amended
"Developing Awareness of Community Resources"
What have we learned, what would we like to see happen.

DATE: April 18, 1974
Holiday Inn, Columbus, Nebraska
1 - 4:30 p.m.

CONVENOR AND DOCUMENTOR: Elizabeth Long

ATTENDING: Ceil Smith, Rosetta Edwards, Doris Naedele, Elizabeth Long, Part time: Rene Durant of LTI

ABSENT: Invited Nebraska participants and staff from Empathetic Library Service Institute.

PURPOSE: View DACRI video tape
Share DACRI with Nebraska people
Identify learnings from DACRI components.

MAIN ISSUES AND CONCERNS: DACRI tape was viewed for component review, Nebraska sharing, and Rene's information. Each component was discussed in turn, with participants stating learnings and assuming a listening attitude when not speaking unless someone needed help in phrasing.

DECISIONS MADE
LEARNINGS --TOURS
Learned there is a difference in quality of agency services given to minority community compared to overall community.
Learned to look at user and staff view of agency.
Learned that somewhere in the city are resources of information available that the library doesn't know about.
Learned that serving the disadvantaged involves politics.
Became aware of services available that I didn't know about.

--MINI-COURSES
Learned that a lecturers expertise is not a guarantee of learning nor that he will lecture on the announced topic.
Learned empathy and that a person must feel self-worth.
Re-learned that political structure is not good - government does not consider those they govern as human beings but as statistics.
Learned that if minority cultures do not join mainstream of Bridgeport culture on their own, they'll never join it.

--COMMUNICATIONS - with people
Gained self-worth, awareness and tolerance: I'm me!
Gained insight and understanding of other's personalities.
Learned that communication skills can break down barriers.
Learned that trust level can be raised within a group.
Learned that changes are possible within a system and/or a community through group power.

--COMMUNICATIONS - video
Learned it's a fascinating, fantastic tool with potentialities in training, teaching, self-analysis.

WHAT WE'D LIKE TO HAVE HAPPEN - "I would like....
to have the opportunity for more library training courses.
to take a course in self awareness or group dynamics with small group.
to develop a plan which would keep alive the climate generated by DACRI.
to see the branches become a department of Burroughs instead of an after thought.
to have power in decision making, opportunity for independent action.
to see more pride in jobs, more thank you's from the office, more reward opportunities.
library to be more community involved - staff representation in community involvement.

NEXT STEPS: Meshing these ideas with ideas that were voiced in Bridgeport DACRI sessions on April 16.
Further evaluation in May.
Planning what can happen, and how to do it.

MAJOR PROBLEMS DURING MEETING: Each person used her best process and communication skills.
The meeting was exciting.

EVALUATION OF MY PARTICIPATION: Leadership of this training session was my best to date.

DOCUMENTATION

TITLE: Government Grant
Institute for Training in Librarianship under Title II-B of Higher Education Act of 1965 amended
"Developing Awareness of Community Resources"

DATE: April 15 - 19, 1974
Leadership Training Institute sponsored visit of DACRI to Nebraska Empathetic Library Service Institute, session III

PROJECT DIRECTOR'S DOCUMENTATION: Elizabeth Long

ATTENDING: Elizabeth Long, Doris Nardele, Ceil Smith, Rosetta Edwards, of DACRI Nebraska Institute Participants and staff and Evaluators, Rene Durant of LTI.

PURPOSE OF SESSION: Purpose of DACRI Project Director differed from that of NELSI participants and DACRI participants. Project Director's purpose was to learn a different approach to interpersonal skills in order to facilitate the follow-up phase of DACRI. Also to share and discuss common institute components: weaknesses, strengths, and problem solving methods with Nebraska director and staff, before evaluating DACRI. Project Director planned to observe Institute participation and staff meetings. DACRI was to share its Institute by verbal and video synopsis.

METHODOLOGY USED:

Tues. Project Director lunched with Neb. participants, met Nancy Wiederspan, editor, OVERTONES, project publicity newsletter. Beth was briefly introduced at afternoon session. It was stated that there would be a time to hear more about DACRI. Beth observed Elmer Miller's core group discussion and the feedback session. The evening was spent with DACRI participants, a NELSI participant, and Larry Allen, NELSI evaluator - talk included leadership styles and evaluation.

Wed. Project Director observed morning sessions: "Looking again at Community Resources" and "Evaluation and Emphathetic Library Service". She attended Trading Post - "Working through the Evaluation Process" with two different NELSI groups, then spoke several moments with Robert Mohlman about the evaluation he was preparing. She attended the feedback session. That evening, Beth interrupted and joined a closed meeting of Nebraska Institute staff and their evaluators.

Thurs. Projector Director attended "Understanding the Special Needs of the Physically Limited" and a session on "Unmet Needs of City Librarian Institute Participants." At 1:00 the DACRI video tape was scheduled for sharing. Viewers were Rene Durant of LTI and DACRI people. A DACRI evaluation of DACRI "What Have We Learned, What Would We Like to See Happen" subsequently lasted until 4:30. (See separate documentation). Evening banquet companions for Institute Diploma Awards were Jane Geske, Nebraska Library

Communication Director, Nebraska Participants and Larry Allen, evaluator. Barroom socializing with Rene Durant, LTI, John Schere, Nebraska Director, Rod Wagner, Administrative Assistant, was focused on personal, not Institute interests.

PROCESS COMMENTS: Nebraska participants were welcoming and sharing with DACRI people. DACRI people really practiced communication and listening skills at the Institute. They learned what was going on, asked why, identified "Parent, Child, and Adult" communications, were honest and open, and shared decision making. Nebraska staff made decisions without involving participants (almost to the point of non-empathy). Communication among their peers was: "Adult to Adult"; communication with their participants was "Parent to Child"; relationships with DACRI people were friendly but non-communicative. Nebraska Staff and Nebraska Evaluators appeared to have basic opinion difference about the role of an evaluator. Because Nebraska operation style differed from DACRI, DACRI people concentrated on communications skills more cohesively than they would have if NELSI's style had been participative.

PROJECT DIRECTORS EVALUATION: Learned evaluation planning techniques to use in the follow-up DACRI phase. Observed interpersonal skills of varying degrees, but found skills presented only to one base group, which Ceil Smith observed. DACRI Institute sharing occured with Nebraska participants. I was unable to discuss problem-solving or strengths and weaknesses with Nebraska staff, although these were apparent through observation. Nebraska staff did not appear interested in DACRI video. My purpose was achieved by different methods than specified in micro-workshop proposal. The experience showed that DACRI people are competant, made each of us ask why one has to go away to realize it.

Appendix C-4

Nucleus

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INFORMAL, IRREGULAR NEWSNOTES FROM LTI

_____ in the field

Would You Believe . . .?

that HEA Title II-B Institute participants include:

-- a female veteran (Voorhees)

---------- a free-lance journalist (Columbia)

-- two energetic 60-year-olds (New Mexico and Bronx, New York)

---------- a professional dancer (Indiana)

-- a straight-A student who is a former correctional institution inmate (Burlington)

---------- a TV/radio actor/producer (Columbia)

-- a married couple (Case Western Reserve)

---------- a published photo-journalist who is a "graduate" of 18 years in correctional institutions (Burlington)

MARCH 1974

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And from Appalachia . . .

④ This letter is an example of "client response" from the 1973 annual report of the Appalachian Adult Education Center.

September 7, 1973

Dear Mr. Way,

First I want to say you would have to be in my shoes to understand how I felt about my not having an education. As long as I can remember I always wanted to be a nurse or a veterinarian. Coming from a below average income family, as I got older I knew this was next to impossible. The Second World War was on and my mother and I moved to Columbus, Ohio because she had a job. Living in a large city cost so much more than she expected, and I saw her worry as to how she was going to make ends meet. At sixteen I quit school (I did't like it in a large school) and went to work with her, at the same factory, and making the same pay. we had it made.

Now, forty-six years old and being told for the first time in my life that I cannot have a job because of no high school diploma made me hurt, angry, disgusted, blue and I felt like a penny waiting for change. I knew I had to do something, but what?

I had heard about Adult Basic Education, but I thought it would be a vocational type training so I went to Piketon High School to see you about getting in some kind of training. You suggested Adult Basic Education and explained it to me, and I enrolled in the program. I had something to look forward to since I knew I could work toward my G.E.D. equivalency. I felt good because I knew I would do something to help myself toward a job.

My family and closer friends noticed a change in me. They said it was for the better and to keep it up. The more I was in the program the more I want to learn. I was low in Math and English and I was a very slow reader. I was such a slow reader, that I had never read a complete book in my life. My Instructor ask me one day if I would like to read a gothic mystery book. She told me the more I read the faster I would be able to read. To my surprise, I found the book interesting and now I can read a book in one or two evenings. I became determined to get ahead in life. I want to do something constructive with my life. I want to help people and like the Hanes commercial on television, "Gee, I feel good all over."

My instructor, Mrs. Cutlip, has told me time and time again that I have the ability but I lack self-confidence in my self. In Adult Basic Education I gained confidence and took by G.E.D. Test and passed it. (May 9, 1973) I have now taken the LPN entrance examination and passed it also. I will begin my training September 19, 1973. I know I will have to work hard, but I will make it. If I can be in the twenty percentile at the top of my class I can go for R.N. If it had not been for the Adult Basic Education classes and the people that run the program,

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none of this would have been possible. A "thank you" is not enough, and I know you don't expect it, but thank you and all those who made it possible for me to do what I have. I want to help people as all of you have helped me.

Sincerely,

Verna Montgomery
Pideton, OH

A few weeks ago an LTI staff member participated in a meeting of adult educators, library educators, public and state librarians, called by the AAEC to review its programs and provide input to improve current activities, materials, and suggest future directions.

The Adult Education Center, Morehead State University, Kentucky, currently has underway 104 demonstration projects, has trained more than 3,000 Adult Basic Education teachers and while the focal point is eastern Kentucky, projects are conducted throughout Appalachia, and the effect on the efficiency and quality of adult education programs is national (even international!) in scope.

We learned about the Adult Basic Education projects, the Right to Read Centers, the Home Study programs, looked at the materials being produced by the Center (ABE-Public Library Student Orientation kit, sample agenda for a two day planning session to expand public library services to disadvantaged adults, community agency referral handbook, etc.).

Ann Hayes, who is Evaluation Specialist and Chief Investigator for the Library Project, presented an overview of the model for training in Public Library Services which included a step-by-step plan for introducing such cooperative activity in a state/local library. Forty public library staffs in four states (Alabama, Kentucky, South Carolina and West Virginia) are now reviewing this training. The model places great emphasis on involvement of library boards in the decision-making process.

Other highlights of the meeting: a chance to preview segments of an exciting new ETV series designed to provide classwork necessary for passing the G.E.D. (General Educational Development, or High School Equivalency) test; meet Adult Basic Education teachers who are themselves graduates of an ABE program; review the evaluation process being used, the emphasis on "process" evaluation, so apparent in the way this meeting was structured for maximum input from the advisory group, and other participants.

The entire project is so complex it is not fair to attempt to do justice to it via the newsletter. Suffice it to say that anyone who has a serious concern with improving public library services to the under-educated should take a very close look at the work of the Appalachian Adult Education Center.

- B.E.S.

We've Noticed . . .

That more and more institutes are getting down to tackling basic problems of communications. At the Empathetic Library Services Institute, run by the Nebraska Library Commission, the concept of "Active Listening" was presented. In order to actively listen, one must discard the following "Dirty Dozen":

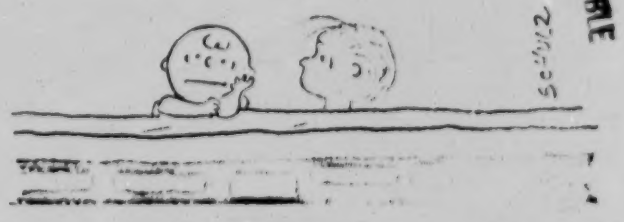
1. *Ordering, directing, commanding*
2. *Warning, threatening, promising*
3. *Moralizing, preaching, shoulds and oughts*
4. *Advising, giving solutions or suggestions*
5. *Teaching, lecturing, giving logical arguments*
6. *Judging, criticizing, disagreeing, blaming*
7. *Praising, agreeing*
8. *Name-calling, labeling, stereotyping*
9. *Interpreting, analyzing, diagnosing*
10. *Reassuring, sympathizing, consoling, supporting*
11. *Probing, questioning, interrogating*
12. *Withdrawing, distracting, sarcasm, humoring*

The Institute at the Bridgeport (Connecticut) Public Library, "Developing Awareness of Community Resources", is also concerned with "listening" as an essential part of communication. Participants are finding ways to deal with feelings, relate to others, and break out of patterns that cause one to stop listening and stop communicating.

At the recent Milwaukee meeting devoted to "Defining Community Information Needs and Designing Library Training Programs to Meet These Needs", LTI staff learned about a fascinating project called Advocate Counseling, conducted by ex-police officer Mike Brophy.

Mike left the police department because he felt caught between a "legal system that is corrupt and a penal system that is barbaric." He has now developed a program at U.W.M. which assists students (two year interns selected by the community) to assert control over their own lives through accurate information. The counselor helps the "client" (student) develop a strategy for personal decision-making which maximizes self-control and minimizes "other" control. Mike says "the program works because it is <u>not</u> generating dependence or passivity"-- but develops positive assertive behavior in people who have felt powerless when up against the "system".

- D.J.A.


NOW AVAILABLE
I'M WORRIED ABOUT MY FIGHT WITH THE LIBRARY - WHENEVER IT'S ONE MAN AGAINST AN INSTITUTION, THERE'S ALWAYS A TENDENCY FOR THE INSTITUTION TO WIN.

Speaking of Communication —

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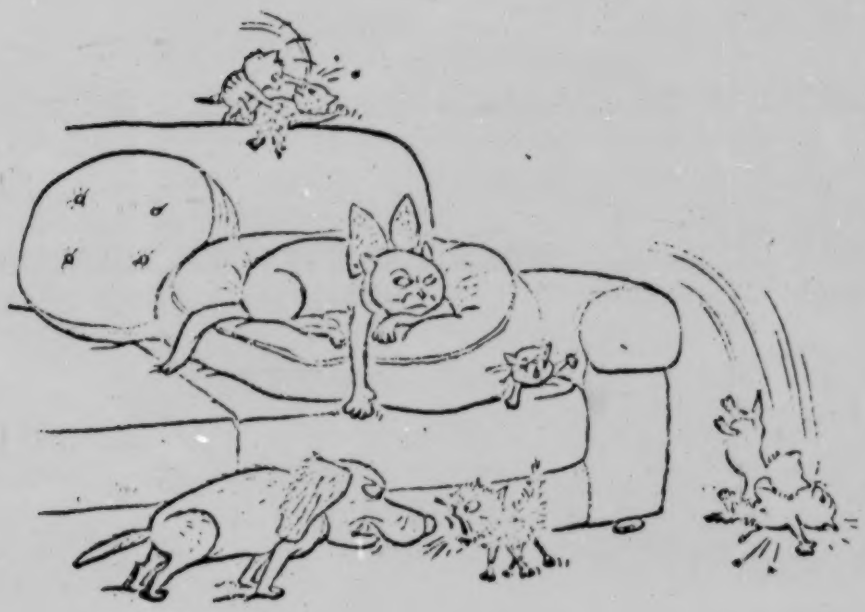
LTI has now distributed fifteen copies of Com-PAC, the new training program "designed to help increase understanding of the communications process as it relates to library training and library service."

The complete package includes a 172-page Guide, slide/tape presentation, a 16 mm color film, video tape and transparencies. You can conduct a one, two, or three-day workshop, using these materials in various combinations to fit your goals, time and participants needs.

Let us know (202/554-1238) if you'd like to reserve Com-PAC for your use.



Library Service to Ethnic Minorities: An Indian Viewpoint

Yellow Wolf of the Nez Perces once said, "The whites told only one side. Told it to please themselves. Told much that is not true. Only his own best deeds, only the worst deeds of the Indians, has the white man told."

I feel that this is the single, most relevant quote in our study of the Indians. Books are weapons that can be used to protect or to deaden. In the case of depicting Indian history, books have been used to injure and kill the spirit, life ways, and heart of the Indian. It is very disheartening to have to go through school, learning about your own people as savages and renegades. What I live and what I read are two completely different things; many written "scholarly works" left me with a negative self image. I grew up knowing the way of the Navajo, but like many other tribes, the once proud Navajo heritage became exploited. This only served to increase personal inner turmoil.

The history of the good ole u.s.a. is given the glorious picture of an emerging young country holding good promises to all. As Hagen states, "Where cultural values conflicted, the superiority of the Bible, the primer, and the plow were never questioned by the whites and no attempt was made to compromise with Indian tradition. The Indians thus seem nothing more than sand in the smoothly oiled gears of American Progress." Dee Brown's Bury My Heart At Wounded Knee gave the gruesome side of the Indians' fight for survival and the whiteman's greed for land. Although this book may seem bloody, it filled in the gaps in American history people just seem to conveniently overlook.

Many young people have gone through an educational process designed to acculturate our Indianness enough to disappear in the white world. We were given negative feeling about our culture, our language, our history. We were termed "culturally deprived." Today, we laugh at this label, because we have a rich culture that is still very much alive and in use. The emphasis is now on bilingual/bicultural education for our Indian youth. People who are knowledgeable in the old ways are sought to preserve traditions and to instill in our youth a sense of Indian pride and self-identity. Yet, there are feelings of hate, of frustration, of helplessness, of lost identity among the Indian population. This is where the librarian can help bridge the gaps between two worlds. Indian people need information but even more so, they need to know just how much libraries of today can help.

My feelings about libraries in the past tend to be more negative than favorable. My experiences with libraries make me think of them as forboding, unfriendly places that charge for the least delay in book returns. A feeble attempt at having bookmobile service on the reservation fell through, since it spent more time in the mud than it did giving service. I say this with frustration and resentment. I am frustrated because I have been one of the

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fortunate few who have been exposed to a new breed of librarians and I wonder how long it will take my people back on the reservation to have this experience. I resent the fact that my people have not been turned on to the library world and its many benefits. It's a shame that we could not get an Indian librarian to speak to the class.

During our study, we found that there is not a whole lot of good Indian material but with the society becoming more conscious of its minorities, we may have more of a selection from which to choose. Because most Indians have gone through a middle class educational system, I feel that we should be allowed to have culturally and historically biased material (for our side, of course). Newspapers like Akwesasne Notes and the Navajo Times; magazines like the WeeWish Tree and reference books like the Encyclopedia of the American Indian are good sources from which to get a decent, relevant Indian collection. Indians need to see strong, positive figures in the literature; figures representing success.

One of the greatest contributions a library can make to an Indian community would be in the use of non-book materials, leaning strongly toward AudioVisual materials. Because Navajo, as well as other Native languages, is still written in textbooks and because many Native Americans have yet to learn to read either Navajo or English, it would be beneficial to reach the general Indian public through AV materials.

I am an Indian and I am proud of my culture rich heritage. I have lived the way of the Navajo but by reading Bury My Heart At Wounded Knee, The New Indians, Custer Died for Your Sins, and by being exposed to reference materials, I have renewed pride in being a Native American. Vine Deloria says, "One reason I wanted to write it (Custer Died for Your Sins) was to raise some issues for younger Indians which they have not been raising for themselves." It made me think and I hope it helped non-Indians think in a different light.

Velma Ruwa'ca
*I.G.L.I.**
(from "Techneies", a publication of the Library Students Association, University of Arizona; February, 1974 Vol. 3, No. 5)

** Indian Graduate Librarianship Institute*

In case you missed it --------☼

The media presentation by graduating students in the Columbia and Case Western Reserve Institutes at the ALA Midwinter meeting in Chicago was an exciting informative experience. Both presentations were student produced and focused on their training and experiences in inner-city library services. The Case presentation specifically focused on their current unique field work experience in which the institute students have "taken over" and are operating a branch of the Cleveland Public Library! As I glanced around the packed room of invited library administrators (prospective employers) their rapt attention and pleased expressions were a tribute to the students, directors, and staffs of these institutes -- but especially to the students who are ready to tackle the problems of urban library services with knowledge, technology, and soul.

For further information about the presentation and copies of student resumés, please contact:

Mrs. Miriam Braverman, Director
Community Media Librarian Program
Columbia University
School of Library Service
516 Butler Library
New York, New York 10027

Mr. Alvin Goldwyn, Director
Urban Library Service Program
School of Library Science
Case Western Reserve University
Cleveland, Ohio 44106

- B.L.D.

Note to Institute Directors (HEA Title II-B)

There is still time to apply for an LTI-sponsored Micro-Workshop (new deadline, April 15, 1974). Call us for details.

Leadership Training Institute
(Florida State University)
201 "Eye" Street, S.W.
Room V-742
Washington, D.C. 20024
202/554-1238

Harold Goldstein, Director
Dorothy J. Anderson, Program Coordinator
Bené L. Durant, Field Coordinator
Brooke E. Sheldon, Training Director

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THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

LEADERSHIP TRAINING INSTITUTE, SCHOOL OF LIBRARY SCIENCE
(Funded by the Bureau of Libraries & Learning Resources, USOE)

TRAINING FOR LIBRARY SERVICE IN THE 70's

THE ROLE OF LIBRARY ASSOCIATIONS

LEADERSHIP TRAINING INSTITUTE SEMINAR
November 29 - 30, 1973

PROCEEDINGS

How can library leaders anticipate the social, political, and technological forces bringing change to the profession in the next five years and provide updated and appropriate continuing education programs? What is the role of the library associations in exchanging information, designing training programs, and creating incentives?

These issues were identified and explored in depth at a first-of-its-kind meeting of twenty national, regional, and state Library Association Executive Directors held in Washington, D.C., November 29 and 30, 1973.

Sponsored by the Leadership Training Institute (HEA Title II-B), Florida State University, in response to requests from association leaders, the group was charged with:

1. Sharing information on current concerns, activities, and research;

2. Isolating common priorities for the future, and beginning development of continuing channels of communication;

3. Drafting policy/action statements on the role of the associations for consideration and implementation by association memberships.

The need for Association Executives to provide input for a National Plan for continuing education was clearly evident in view of the extensive work being done by the Study Committee of the Association of American Library Schools on its role in continuing education and in view of the National Commission on Libraries and Information Science continuing education study now being conducted at Catholic University. (see summary, attached) Both Dr. Elizabeth Stone, Director of the NCLIS study and Chairman of the AALS study committee, and Dr. Ruth Patrick, Assistant Director of the NCLIS project, participated in the meeting.

An opening dialogue between Dr. Harold Goldstein, Director of the Leadership Training Institute, and Dr. Peggy Sullivan, Director of the Office of Library Personnel Resources, American Library Association, threw out some fundamental questions for group consideration, i.e., How do we get people into the process of continuing education? What makes it useful to the individual? Is job relatedness enough, or are incentives needed?

This dialogue, combined with group discussion, and subsequent three minute presentations by each of the participants (see summary of presentations, attached) reflected deep concern for both the coordination and support of library training.

In summarizing the presentations and discussion, Dr. Don Ely, LTI Evaluator/Facilitator, noted the group's spirit of optimism; that much is being done, but it is uncoordinated and this is a matter of national concern. He observed that the professional associations are active in continuing education, including a whole spectrum from annual convention programs to rather sophisticated plans, but efforts are spasmodic. Responses to continuing education opportunities has been enthusiastic. Needs analyses have been done in several areas. More could be done. Training emphasis is on the new rather than on improvement of current skills. Some states have made excellent headway in provision of rewards and incentives. There is little evidence of formal relationships between professional associations, continuing education activity, and the library schools.

Having summarized the discussion, Dr. Ely then pinpointed the issues as follows:

1. Continuing education is perceived to be the training priority. Is it? What else has been (or ought to be) considered?

2. What can associations do to create incentive systems?

3. Who should initiate continuing education programs?
   Who should operate them?
   Who should evaluate them?

4. What are the agreed upon priority needs of library professionals? Is there evidence of congruence from state to state?

5. Is national coordination for continuing education needed? Desirable? Feasible? Who should do it? What are roles of state, regional, and special associations?

6. Is it possible to look at continuing education needs in terms of competencies to be acquired rather than courses, hours of effort, time in residence?

7. What are the social, political, and technological forces which are bringing about changes which impinge on the role of professional librarians? How can these be monitored?

8. What can be done to obtain information, exchange information, make available specific training materials?

9. How can change be brought about? What conditions facilitate change?

From this spectrum of issues, the group elected to explore in depth the following continuing education priorities:

1. Dynamic Information Exchange

2. Program Design

3. Incentives

Each participant chose one of the three areas, and three group leaders were assigned. Following is the summary of the reports from the group leaders:

GROUP 1

Dynamic Information Exchange
Mr. Dick Wilt, Catholic Library Association -- Group leader

This group addressed itself to the question of what needs a (dynamic) Information Exchange should be expected to fulfill. In planning for a centralized agency and/or clearinghouse, it would be well to look at the already functioning mechanisms of other professional associations, e.g., American Association of Association Executives, Law, Architects, etc.

1. The group outlined major content and functions of the proposed Information Exchange as follows:

   a. Roster of continuing education programs;
   b. Evaluation of programs;
   c. Distribution of human and material resources;
   d. Assessment and determination of anticipated needs for additional programs;
   e. Promotion and publicity of programs.

2. Who would administer the exchange? After consideration of federal government, ALA, academic, and commercial agencies, the group favored a private non-profit corporation funded initially through a grant, but also charging membership dues, and "use" fees from members.

3. Who would belong? National, regional, state associations;
   Library systems;
   State Libraries;
   "Friends" groups;
   Allied associations.

4. The relationship of the members to the exchange would be that of:

   a. Consumers of information;
   b. Distribution of information to own members;
   c. Feeder to the exchange.

GROUP 2

Program Design
Dr. Irene Hoadley, rep. Ohio Library Association -- Group leader

This group explored the elements essential to the design of effective continuing education programs. These elements were seen as:

1. Assessment of Needs

   -- can be determined by survey, administrative decision, etc. (If survey is used, develop at the national level, use at lower levels)
   -- consider current needs; future needs (If future needs, act as an agent of change)

2. Implementation -- development

   -- all programs should be aimed at a particular level
   -- topics help determine level and format
   Possible formats:

Conferences	Informal, individual exchange
Packaged programs	College without walls
Workshops	Cable TV
Institutes	Professional exchange
Building Block Programs	

3. Sources of Expertise

Members	Library School personnel
Outside consultants	Academic resources

4. Evaluation

   -- participant follow-up
   -- self-evaluation
   -- outside evaluation

5. Coordination*

This group felt that a single agency should be given responsibility for consolidating and coordinating continuing education efforts and recommended that ALA be given a chance to assume this role, but if this was not feasible, that the National Commission of Libraries and Information Science be requested to consider the responsibility or recommend a suitable agency.

GROUP 3

Incentives -- motivation
Mrs. Marion Mitchell, Southwestern Library Association -- Group leader

This group called for different kinds of incentives at different levels beyond the basic MLS. It was suggested that library associations:

1. Encourage educators to give credit and recognition for relevant in-the-field activities, for informal education projects. Press for more institutes (courses) for credit that can be taken to consumers, and show educators the number of potential consumers for short term credit courses.

2. Sponsor state and regional awards (recognition for accomplishments) which might be carried to the national level. Certificates of recognition for attendance and participation in continuing education activities ("something to show the boss") could be awarded. Urge library systems to set up merit increases, and reward systems with such programs.

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* Note: that Group 1 (Dynamic Information Exchange) recommended that the coordinating agency be a "private non-profit corporation" primarily supported by members. Group 2, in its consideration of Program Design, suggested ALA or NCLIS as suitable coordinating agencies. In discussion following the small group presentations, the entire group agreed to await the soon-to-be released final results of the Continuing Education study being done at Catholic University under the auspices of NCLIS. Preliminary data from that study suggest that continuing education should be coordinated at the national level, and final data will include recommendations of a suitable agency to handle the job.

3. Provide incentives for those who produce programs and allow them to be shared cooperatively.

4. Encourage employing institutions to cooperate in, sponsor, and support employee participation in training activities.

5. Ask library schools to encourage graduates to inquire of potential employees about opportunities for continuing education. (Note: Subsequent discussions on incentives noted the need for library administrators to provide new opportunities for people who have acquired new skills through continuing education. Such job enrichment and increased challenge can be a greater incentive to some individual than salary increase or title change, etc.)

The deliberative efforts of the three groups were discussed at length at the final monring session, and it was agreed that while the sense of urgency was great, it would not be advisable to take immediate action in areas such as national coordination before review of the findings of the NCLIS/CU study, which will be available about February, 1974.

For the interim period, Don Ely and the group made the following action recommendations:

1. Each professional association (if there is no existing mechanism) should appoint an individual to chair a committee or section on continuing education.

2. The first charge to this committee should be to review the products of this meeting.

3. The committee should review the NCLIS - Stone report to determine its relationship to a national plan and coordinate with the recommendations of this meeting. We should press for a national plan, probably through ALA as the focal point.

And, in the light of the NCLIS study/report . . . work together to:

4. Develop an information center or information handling system for continuing education. (Emphasize self-instructional modules/remote units.)

5. Develop a needs analysis instrument for membership being served. This should be in relation to national needs, i.e., develop and test a national instrument. (Elizabeth Stone has collected survey instruments used in other disciplines as well as librarianship.)

6. Lobby for a coordinated recognition system (probably through ALA); credit for work accomplished, remembering that the hallmark of a profession is self-control of its training.

7. Implementation should be carried out using a variety of approaches (topic determines format) with a wide spectrum of resources. There is no "one way."

Before the meeting concluded, the State Association Directors invited LTI staff to send a representative to their meeting at ALA midwinter. LTI was also urged to disseminate the products of this meeting to concerned professional groups, in particular Library School Deans, library administrators, etc. Participants asked LTI to send photographs taken at the meeting for use in their respective Association publications.

Previously prepared reports by association executives as presented in the meeting were collected by staff for distribution with these proceedings. Participants pointed out that the "assignment of preparing a presentation on the interests and activities of their associations in the areas of continuing education and training" provided an incentive to examine and assess the current situation in their regions or states.

The meeting adjourned with an affirmation of the group's sense of solidarity and urgency concerning improved training, and continuing education for librarians in the 70's.

LEADERSHIP TRAINING INSTITUTE

Seminar
Training for Library Service in the 70's
The Role of Library Associations

Channel Inn
650 Water Street, S.W.
Washington, D.C. 20024
phone: 202/554-2400
November 29. 30, 1973

FINAL REVISED AGENDA

Wednesday evening, November 28th

8 - 10:30 optional social hour with staff and participants in LTI Suite (Harold Goldstein's room)

Thursday, November 29th

8:30 a.m. Coffee

9:00 *Welcome and Introductions*
Harold Goldstein, Director
Leadership Training Institute

9:10 *Opening Remarks*
Harold Goldstein
Dick Hays, Acting Associate Commissioner BLLR/USOE
Frank Stevens, Program Manager, Library Training
BLLR/USOE

9:30 Dialogue: Peggy Sullivan, ALA, and Harold Goldstein
What are the problems in training for library services in the 70's? (What training is required for new services?)

10:00 Group discussion

In view of diminishing Federal support for library training programs, what alternative means of support are available and what responsibilities must the Associations assume?

10:30 Break

10:45 Participant presentations: *What's being done now?*

Participants describe current interests and activities associated with training, continuing education, etc. -- three minutes each

12:00 noon LUNCH

1:30 p.m. *Current Research -- A report on the NCLIS/CU Continuing Education Study*

Ruth Patrick
Catholic University

2:00 *What ties us all together?*

Group discussion to identify major training priorities for coordinated action.

2:45 Break

3:00 *Development of draft statements on associations' role in addressing training priorities identified above.*

Small work groups will draft statements for review, consideration and possible implementation by respective associations.

4:00 Summary

4:30 Adjourn

Thursday Evening

6 - 8 LTI wine and cheese party:

324 9th Street, S.E.
Washington, D.C. 20003

Friday, November 30th

8:30 a.m.	Coffee
9 - 11	Group representatives present statements on the Associations' role in meeting needs in priority training areas, with specific consideration being given to types of information and perspectives which could be meaningfully shared with those directly engaged in library training -- Deans of library schools, library school faculty, etc.
11:00	Synthesis: *Ways Associations, individually and jointly, can take action NOW on problems discussed here.*
11:45	*Summary and closing remarks* Harold Goldstein and staff
12:00 noon	Adjournment

Leadership Training Institute Seminar

"The Role of Library Associations"

PARTICIPANTS

Association	Executive
ALA	Peggy Sullivan, Director Office of Library Personnel Resources American Library Association 50 East Huron Street Chicago, Illinois 60611 312/WH4-6780
	Eileen Cooke, Director, Washington Office American Library Association 110 Maryland Avenue, N.E., Suite 101 Washington, D.C. 20002 202/547-4440
ARL	Stephen McCarthy, Executive Director Association of Research Libraries 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036 202/232-2466
CLA	Stefan B. Moses, Executive Director California Library Association 717 K Street Sacramento, California 95814 916/447-8541
CLA	M. Richard Wilt, Executive Director Catholic Library Association 461 West Lancaster Haverford, Pennsylvania 19041 215/MI9-5250
ILA	James A. Harvey, Executive Secretary Illinois Library Association 716 North Rush Street Chicago, Illinois 60611 312/266-0333

Association	Executive
MLA	Frances H. Pletz, Executive Secretary Michigan Library Association 226 West Washtenaw Lansing, Michigan 48933 517/484-7274
MPLA	Daniel A. Seager, Executive Secretary Mountain Plains Library Association c/o Library Services University of Northern Colorado Greeley, Colorado 80639 303/351-2601
NELA absent	Nan Berg, Executive Secretary New England Library Association P.O. Box 413 Mattapoisett, Massachusetts 02739 617/758-4571
NYLA	Margaret E. Martignoni, Executive Secretary New York Library Association P.O. Box 641 Radio City Station New York, New York 10019 212/582-7460
OLA	Irene Hoadley, Assistant Director of Libraries Ohio State University (representing Ohio Library Association) 1858 Neil Avenue Columbus, Ohio 43210 614/422-6151
PLA	Nancy L. Blundon, Executive Secretary Pennsylvania Library Association 200 South Craig Street Pittsburgh, Pennsylvania 15213 412/687-6664
SWLA	Marion Mitchell, Executive Secretary Southwestern Library Association P.O. Box 36206 Airlawn Station Dallas, Texas 75235 214/631-1272

Association	Executive
SLA *absent*	Frank E. McKenna, Executive Director Special Library Association 235 Park Avenue South New York, New York 10003 212/777-8136
TLA	Jerre Hetherington, Executive Secretary Texas Library Association 7918 Fairdale Lane Houston, Texas 77042 713/674-7251

Other Agency	Executive
BLLR	Dick Hays, Acting Associate Commissioner Bureau of Libraries and Learning Resources United States Office of Education 7th and D Streets, S.W. Room 5901 Washington, D.C. 20202
	Frank Stevens, Program Manager, Library Training Training and Resources Branch Bureau of Libraries and Learning Resources United States Office of Education 7th and D Streets, S.W. Room 5929 Washington, D.C. 20202 202/245-9530
CU	Elizabeth Stone, Chairman Department of Library Science Catholic University of America Washington, D.C. 20017 202/635-5000
	Ruth Patrick, Continuing Education Study Department of Library Science Catholic University of America Washington, D.C. 20017 202/635-5000

Other Agency	Executive
NCLIS (absent)	Charles Stevens, Director National Commission on Libraries and Information Science 1717 K Street, N.W., Suite 601 Washington, D.C. 20036 202/382-6595

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LTI Evaluator/Facilitator

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Attachment 4

Summary of Participant Presentations

American Library Association
Robert Wedgeworth, Executive Director
(represented by Peggy Sullivan, Director, Office of Library Personnel Resources)
Robert Wedgeworth prepared the following presentation.

Robert Wedgeworth is very much interested in conveying the idea that continuing education as other areas should evolve from perceptions of need. That these perceptions of needs should emerge from identification of problem areas which we presently face or which we can project that we will be facing within the near future. Three problem areas which he would consider to be priority for the next five to ten years would be the areas of management and financial control, staff development, and the utilization of technology. He thinks it is fair to project that over the next five years we can expect little change in the environment of libraries with respect to increasing costs and stabilized or decreasing incomes. Within this environment a premium is placed upon the ability of librarians to control budgets and to do financial planning in such a manner as to maximize the resources available to meet demands on the services of the libraries they administer. These talents have not been developed to the extent that they will be needed in the five years ahead of us.

In the second area, that of staff development, we have seen a rather dramatic shift in the interests on the part of the profession to focus on the problems of the individual practitioner as distinct from those problems of libraries as organizations. These interests manifest themselves in the concepts of shared decision-making, participatory management and the like. On a very basic level, our experience here at ALA demonstrates to us that many library administrators lack basic information and guidance as to what constitutes fair and equitable treatment of staff in various circumstances. On the other hand, many staff members develop unrealistic expectations as to what information should be shared with the staff at large and what kinds of decisions should be shared with the staff at large. Since these concepts are at variance with the kind of management training which most librarians received in library school, there will obviously

be a need for further study and training in management skills. These developments place a great deal of pressure on library administrators specifically because this is our topic and not because these pressures are coming to library managers alone. This climate exists across the board in management circles of all kinds of enterprises.

The need to update our knowledge about technological developments is a continuing one. This has been a traditional role for continuing education and we foresee that this is likely to be one that will be of importance in the future. The technological innovations that we might project are not necessarily extremely sophisticated ones such as computer applications but may be ones that relate to the reproduction of materials on more complicated equipment than the traditional Xerox. Certainly the advent of cable TV will affect the lives of many librarians just to mention a couple of technological innovations that face us. In a broader general area we can expect that there will be an increasing need to focus our definition of user services upon identifiable client groups based upon some kind of study or survey previously done. Detailed knowledge as to how to carry out such surveys or studies as well as how to extract from the results that information which is important in defining the use of services is a skill which will be increasingly in demand.

These are just a few problem areas which we can agree will be facing us in the near future. The importance of them for continuing education is that we come to some agreement as to what are the priority areas of need and in turn develop our concepts of continuing education based on those needs regardless as to whether the continuing education programs are conducted in classrooms, workshops, seminars, or by cassette.

Association of Research Libraries
Stephen McCarthy, Executive Director

The ARL is an organization of institutions, not individuals, and thus the focus of the organization is on the institution. However, since institutions function through individuals, the ARL is concerned about personnel and staff development. In the ARL this activity falls within the scope of the management office. This concern is expressed in two ways:

1. Stimulating the library organization to enhance opportunities for career development of staff members, and improvement of library services;

2. Developing programs, modules, and guides for "home" or "in-house" study and use, designed to improve the individual, his performance on the job and the services of the library.

In working towards these objectives the ARL has engaged in the following activities:

1. studies and surveys
2. publications
3. preparation of program materials and guides
4. initiating and conducting experimental programs
5. training sessions for team leaders
6. visits to participating libraries
7. workshops
8. program elements presented at semi-annual meetings

California Library Association
Stefan B. Moses, Executive Director

I. There is a concern for qualifications for certain positions or for promotions. Examples are:

Need to re-examine the present County Librarian Certification program and the new Personnel Plan issued by the California State University and Colleges which would require a second Master's degree for promotion to middle and upper librarian levels.

II. CLA's role in continuing education:

During the past conference, we provided three pre-conferences: The Effective Woman Executive (two days); Continuing Education for Library Trustees (1 1/2); and a Pre-conference on "Teaching the Library" presented by the CLA Reference Librarians Chapter.

Excellent written materials were prepared for each of these programs.

III. Future plans include (1) a continuing program of pre-conferences; (2) development of mid-year programs of one to two days on specific topics; and (3) further use and implementation of statements on professional standards prepared by our Professional Standards Committee, which suggests that time and funds be made available on a regular and equitable basis so that library staff members may attend conferences and other training sessions.

In my estimation, the trend is away from the "informal" workshop that has been commonly on the scene in library sessions over the past years. Librarians are more sophisticated, more critical and more specific in recognizing their needs, wants and goals insofar as any educational experiences are concerned.

Catholic Library Association
M. Richard Wilt, Executive Director

One of our goals: betterment of libraries and librarians through information, education, publications, and cooperation.

CLA has been affected by:

1. changes in the Church following Vatican II,
2. changes within the library profession.

Changes:

1. Decline in the number of Catholic schools;
2. Increase in public librarians in membership;
3. Increase in number of professionals in membership;
4. Growth of Religious Education Centers replacing; formal academic institutions.

Continuing Education Projects:

1. Funded a chapter coordinator position to visit U.S. chapters to assess needs of members.

2. Joining with U.S. Catholic Conference to identify religious education center concept.

3. Cooperating with National Catholic Educational Association in planning joint convention in 1975.

4. Developing themes for CLA monthly journal, The Catholic Library World to provide concentrated coverage to major education concerns.

5. Negotiating for an incentive program for attendees at national convention.

Illinois Library Association
James A. Harvey, Executive Secretary

Prior to 1973, continuing education for librarianship was the underlying rationale for the bulk of the Illinois Library Association's programs -- its conferences, publications, workshops, and other activities. However, it was not until this year that the integral role of continuing education was formally recognized. In January, an ad hoc committee on Continuing Education for Librarianship was created, with the responsibility for research and program development for the Association in this area. The Committee was appointed as ad hoc for five years at which time a decision will be made on whether to establish it as a Standing Committee of the Association.

From its inception, the Committee has had basic and healthy division between advocates of formal and informal continuing education. The Committee has been very active this past year. Its major accomplishments have been the compilation of a list of sources pertaining to continuing education for librarianship, the development of an extensive survey project, and the organization of a series of workshops with the theme: "The City as a Resource." The Committee's survey will identify subject area preferences of Illinois librarians for continuing education activities; and it will attempt to identify the best source for particular continuing education projects: the state association; the state library; the formal educational structure; or other sources. The Committee is currently seeking funding for the survey, which will be conducted by Allen Knox of the University of Illinois.

The Committee also cosponsored a conference program on librarians in the legislative process.

In addition to the Continuing Education Committee's projects, the Association also revised its scholarship program in 1973 to take into consideration the changes in the library job market. In 1974, ILA will offer two continuing education grants of $1,000.00 each, rather than its usual scholarships for library school students. The grants are available to anyone employed in a library in Illinois. The applicant must submit a creative project proposal, to be judged by our Recruitment/Scholarship Committee, designed for furtherance of his or her career aspirations. Poster/applications were recently distributed throughout the state.

ILA also plans to develop its entire 1974 Annual Conference around a theme related to continuing education. Our current president has designated continuing education as an ILA priority for 1974. Her emphasis for conference programming is intended to focus on personal development through self-analysis and evaluation.

As part of our 1974 program, the Association is planning workshops on library automation, audiovisual materials and equipment, hospital and institutional library services, children's librarianship, public library standards implementation, and intellectual freedom. Each of these is considered a means of pursuing our continuing education priority.

The ILA Office has been requested to serve as a clearinghouse and/or repository for information about financial assistance and continuing education opportunities -- formal and informal -- for librarians in Illinois. While I am not certain this can be achieved during 1974, I hope to be able to do so within the next two years.

Sectional meetings with focus on new concerns or refocus on old concerns are also planned for 1974. The past year was one of the most active for ILA's various Sections, with our college librarians presenting a program on cooperation with other kinds of libraries; our trustees presenting a program with emphasis on the trustee's role in the legislative process, and our children's librarians helping to sponsor a class at Rosary College.

Michigan Library Association
Frances H. Pletz, Executive Secretary

The technique of "brainpicking" past, present, and future presidents of the MLA was used to arrive at a representative story of the Michigan Library Association.

There is concern with identification -- Michigan Library Association members need to decide whether the Association exists to provide an arena in which members are to enhance the interests of individual libraries, and the local governments which support them, or whether it exists to provide an arena in which members can make a contribution to all residents of the state.

In the hope that the Association exists for the latter reason, what kind of programs should the Association undertake on a state, regional, and national level.

We participated in a regional library conference in 1971, and plans are underway for another state conference in October of 1975, in Detroit. In these, and in state conferences, a conscious effort was made to offer continuing education programs with a view to major needs of all librarians. But interestingly enough, when a subject was not labeled "school," "academic," or "public," the librarians felt there was nothing in the program for them.

Our reports indicated that the Association needs to train librarians in terms of larger units of service -- Regionalism, inter-library cooperation, and eventual consolidation into community service libraries. NCLIS indicates that network bibliographic data base will be important to the profession in the next several years. Statewide development and coordination of network programs will be necessary. Therefore, associations need to give guidance, counsel, direction, and leadership in statewide networks, eventually leading to programs for regional associations and services that transcend state boundary lines. There is need for consolidation of efforts for wiser use of library support funds. Associations and association executives need to be the guiding force that makes librarians get out of their local rut -- that makes them talk, not just to other librarians, i.e., public, school, academic. And above all, we need to help librarians talk and listen to other people, instead of always talking to each other. If we could perform one service for them in the next five years, it would be to help them think beyond their parochialism -- to the wider plateau of cooperation.

Mountain Plains Library Association
Daniel A. Seager, Executive Secretary

MPLA is a regional organization involving a concerned membership from eight states. Much concern is with improvement of library services, bettering of collections, and raising the status of librarians and libraries. Continuing education is a recognized need, not only for patrons (every library is involved in this!) but also for library personnel. This was one concern that was voiced at the Peaceful Valley Conference last May, 1973, in which we were seeking new directions which we might take as an association.

Presently, we are working with the Federation of Rocky Mountain States (Denver office) on a proposal for participation in the communications Satellite as a vehicle for promotion of libraries and learning. Perhaps we can include library training programs. We should and do use the MPLA quarterly to advertise institute seminars and workshops in the region (and outside, if possible). Workshops have been a part of annual conferences, together with other learning situations that take place in almost all conventions, including so-called bull sessions that take place in exhibitor's hospitality suites and coffee shops.

We long ago justified our existence as a regional association. What we are now seeking are ideas and ways to accomplish more and in better ways. Perhaps we should discontinue spending funds on scholarships and other things, and instead put more into, say, continuing education and research. We are not sure. But we do know that we need a broader income base. We have expertise, talent, ability in our midst, but we can bring in what we don't have at some cost. I want to hear from you in regard to your fund raising projects and sources of income other than dues. Help!

Ohio Library Association
Chapman Parsons, Executive Director
(represented by Irene Hoadley, Past President)

Over the past several years the role of the Ohio Library Association in continuing education has been one of leadership and consultation. Since 1969 OLA has cooperated with the State Library of Ohio in sponsoring a series of management workshops. At a somewhat lower level, OLA has conducted in-service training workshops for both professionals and non-professionals covering a wide range of topics. These are both individually conducted staff development workshops and pre- and post-conference programs. We have also worked with other associations in fostering staff development opportunities in Ohio and in the midwest.

As to priorities of OLA, these have been clearly laid out in our Long Range Goals adopted by OLA this past year. These objectives express the aspirations of OLA for the career development of our members and for the satisfaction of the needs and interests of Ohio citizens through effective library service. Goal No. 3 specifically states:

> To assure a membership informed concerning Association policies and programs through publications, statements, workshops and conferences in order to d-velop more fully the potential of members both in their Association activities and in their working environment.

Although much has been done, a lot remains undone. For this year, 1973-74, there are already four staff development workshops planned. They cover the topics of financial management, personnel development, intellectual freedom and media selection. Perhaps our goals have been modest, but it has been felt that that quality rather than quantity was our aim.

Pennsylvania Library Association
Nancy L. Blundon, Executive Secretary

PLA works cooperatively with, but independent of, the Pennsylvania State Library on programs. In a 1970 needs assessment, Pennsylvania Librarians expressed need for continuing education in management, library and the community, non-print and educational media, public relations, financing, program budgeting, communication, group process, and inter-library cooperation.

They wanted basic refresher courses in reference and building collections; programs involving city officials; expressed a need to learn how to get more money from local governments and how to "recognize and use effective political blackmail." They wanted professional meetings planned in cooperation with other disciplines i.e., sociology, business, education. Wanted library administrators to allow time and expenses for participation in continuing education programs. A strong need was noted for those over 50 whose formal education was out of date.

PLA holds large ducational meetings annually on state and regional levels as well as smaller geographic chapter and division meetings throughout the year often bringing larger program content down to grass roots.

As a follow-up to the 1970 survey, a three-day workshop entitled "New School for Librarians" was conducted by a management training group.

This year PLA's scholarship program was expanded from a single $1500 grant for study at the Masters level to include five $100 grants offered to members for formal course work or institutes.

PLA helps promote new programs in continuing education at Drexel and the University of Pittsburgh, State Library has in-service training and certification programs for public librarians. These programs are well received but there is current fund shortage, and PLA is considering cooperative activity.

PLA has a leadership training workshop each year to orient new board members. This two-day meeting was the focal point for ALA's initial legislative workshop this year.

Pennsylvania Library Association (cont.)

At the recommendation of the PLA, the Governor's Advisory Council established a committee to develop a comprehensive master plan to Pennsylvania libraries which is now in the "hearings" stage. One of its major recommendations is that a Pennsylvania Council on Library Education be established. This council would be composed of representatives from library education programs of all levels, from professional associations, state agencies and from professional librarians in the state. The proposed Council would be charged with advising state officials on the approval of new programs, the expansion of existing programs, the elimination of marginal programs, the development of a plan for improving opportunities for library education throughout the Commonwealth and with making recommendations on appropriate certification procedures for library personnel. Undergraduate Library media programs which do not receive state program approval by their second evaluation visit would be discontinued. Library education programs at the masters level would be limited to those which have achieved or are committed to to achieving accreditation by ALA and any not accredited by 1980 would be discontinued. Pennsylvania is striving for the development of a coordinated statewide system of library education at all levels including continuing education for library professional and supportive staff.

PLA is currently studying the Technical Assistants programs in the state. Several programs have been terminated and many personnel officers and directors believe it is more economical to train and individual to the library system and they are unwilling to add a job classification schedule for technicians.

The American Society of Association Executive's recent survey entitled MANAGING ASSOCIATION IN THE 1980's confirms what we all know that government relations will and must grow substantially; that educational activities will grow and these may require long-term contracts with specialists and consultants -- an area where we are all very weak; and that association programs should probably take on the building-block concept and lead to some form of continuing education certification -- this certainly could raise the professional standards and improve practices while giving special recognition to those who participate in voluntary certification programs.

Southwestern Library Association
Marion Mitchell, Executive Secretary

At the present time the SLICE Project of SWLA is involved in two major projects:

1. Planning a six state regional bibliographic network -- working toward the development of a systematic regional plan for increasing and stimulating the sharing of library resources, services and expertise among all types of libraries in the six SWLA states including an analysis of legal aspects of interstate networks.

2. Continuing Education for Library Staffs in the Southwest -- the CELS Project.
This project is funded by the six state library agencies and is a direct outgrowth of the "Six Flags" meeting.

A carefully prepared survey of continuing education needs and offerings in the six SWLA states was completed by the project director, Allie Beth Martin, in early spring, 1973. Mrs. Martin's study was designed to determine the patterns of existing continuing education activities, to identify the major perceived needs, and to develop a practical program to meet regional needs. The study was made in three parts: Part 1. a survey questionnaire based on an instrument developed by Elizabeth Stone in her study of continuing education in the Association of American Library Schools; Part 2. a strategy meeting of the SLICE Advisory Council, representatives of graduate library schools in the six SWLA states, and the CELS Project consultants. This meeting was concerned with regional planning as a follow-up to the collection of data by the questionnaire. It reviewed the information collected and began work on recommendations for the final CELS Report; Part 3. the review and critique of the plan. Mrs. Martin's first draft was distributed to twenty-four reviewers whose candid and substantive replies were a valuable addition to the Report. Quoting the Report:

> "The principal recommendation of this study is that the Southwestern Library Association assume the responsibility for developing a meaningful and viable continuing education program for the library community in the Southwest cooperatively with state, regional and national groups, library schools, employing institutions and individuals."

Southwestern Library Association (cont.)

As Mrs. Martin stresses in the study, each facet of librarianship -- state libraries, national agencies, library schools, state associations, individual libraries and individual persons -- has its responsibility to continuing education in the field.

> "The regional association, SWLA, provides the logical vehicle for maximizing these contributions and minimizing the barriers inherent in each. It can assume the central role and incorporate the best of all suggested alternatives and agency efforts."

On October 5, 1973, the Executive Board of SWLA accepted the recommendations of the CELS Report and voted initial funding of $1000 to fund the expenses of the CELS Advisory Group in preparing a specific plan for implementation. The plan is scheduled for SWLA Board review in early spring, 1974. The plan will include multiple sources of funding the necessary continuind education activities in the region and will involve the graduate library shcool's participation and a SWLA staff member responsible for coordination and implementation. It is planned that this coordinator will work colsely with the SLICE Office and the SWLA Executive Secretary.

The first product of the SLICE-CELS Project is an AV packet on "Library Service for Shut-Ins Through Volunteer Help" produced by John Hinkle, Outreach Consultatn, Oklahoma Department of Libraries. It consists of a two-part color film strip (or 35 mm slider) with accompanying tape cassette and hand-outs. Part 1 is directed to library trustees showing the need and justification to reach shut-ins and the worth of using volunteers in this task. Part 2 is an orientation for volunteers. An information packet of written materials is included.

A SWLA preconference institute on cataloging nonprint media is scheduled for October, 1974. The program of the institute will be made available as an AV packet. Other Task Forces and Interest Groups producing programs for the 1974 SWLA Biennial Conference are being asked to make an effort to package their programs for use in workshops and other learning situations. Additionally, several other continuing education packages are being planned to prepare

library staffs in the Southwest for automation and networking. As the CELS Report is implemented, priority needs will be identified and linked with those with expertise in the field. More continuing education materials will be prepared and packaged in ways adaptable to all types and sizes of libraries. The content of these continuing education materials will be graduated in difficulty in the various subject areas enabling entry into the learning experience at the level suitable to needs. The presentation of continuing education materials will be developed into formats best suited to their nature -- workshops, individual learning packages, video tapes, etc. An appropriate reward system will be devised. The role of certification will be considered. A mechanism for continuous evaluation will be set up as well as a mechanism for meshing the regional program with developing national programs and activities of other regions concerned with continuing education.

The Organization of SWLA brings together on its Executive Board the presidents of all the state associations in the region. The SLICE Advisory Council brings together the state librarians; the presidents-elect of the state associations: the SWLA president, president-elect, and immediate past president; the SLICE Office Director; and selected consultants to the Council. The CELS Advisory Group provides a means for participation of Library Educators.

This Board and Council enable regional representation in the widest sense -- wide representation in types of library as well as in geographic spread. The Southwest is a vast geographic area, thinly populated in comparison with many parts of the country. It has a diversity of people and needs, of course, but it also has many common problems -- distances, population isolation, paucity of accredited library schools and their concentration in a few states. SWLA is a vigorous common denominator to aid in the solution of the problem of continuing education.

We feel the blueprint is completed. It is time for action.
We need a clearinghouse for programs now available.
We need for the national association to provide a vehicle for articulation and communication between regional associations.
It is time to consider money.

Continuing education is a responsibility of the profession as a whole. It cannot be funded solely by a dues increase of the professional association although individual members must realize theri responsibility and committment to continuing education. Fiscal responsibility for continuing education rests on all involved -- educators, state associations, national agencies, individual libraries.

What is the role of the federal government in the support of libraries? The lack of LSCA Title III funds (inter-library cooperation) is having a disruptive effect on SWLA-SLICE projects. In the face of the massive problems besieging libraries today, isn't inter-library cooperation essential if we are to be able to cope with these problems?

The regional association is uniquely situated to meet the needs of cooperative library programs within the region. Continuing education takes high priority. The regional association is also the most efficient way to receive and convey funds to support these programs. It is time for us to realize that the regional association is a viable unit for contributing to library development in a region. The librarians in the Southwest believe that continuing education and library development go hand in hand.

Texas Library Association
Jerre Hetherington, Executive Secretary

Thank you for the invitation and opportunity to participate in this meeting to discuss the role of Library Associations in Training for Library Service in the 70's. The assignment provided the incentive to examine and assess the current situation in Texas.

We found many projects involving many librarians. These activities were as unrelated as they are varied. No central file or directory exists. It appears that the first problem we will face is how to bring together practising librarians and the opportunities for self-development and advance training.

What is or what should be the role of the association? Presently we can say:

1. Our Association reaches 65-70% of the membership through the annual spring conference. The program includes not only general sessions but from 8-12 tutorials or seminars. Exhibits are well-attended and provide an arena for new materials and media. Plans to secure in-service credit for teacher-librarians who attend the meetings are underway.
2. Fall district meetings with workshop flavor attract about 50% of our members. There are 10 districts arranged on a geographic basis. Many non-members attend these meetings also. Most are one-day meetings but there is a trend toward 2-day sessions.
3. Two of the TLA Standing Committees -- Legislative and Intellectual Freedom -- are involved in presenting model workshops. Hopefully, these will lead to numerous area workshops.
   The Handbook produced by the Intellectual Freedom Committee has been widely distributed and well received. The first printing was free to members. Copies are now for sale for 50¢ each.
   A Legislative Handbook will be available shortly.
4. The TLA committee for Continuing Education is a sub-committee of the Library Development Committee. At this time the emphasis for the sub-committee is the study of the CELS Project (Southwestern Library Association) as it relates to the member states.
5. The Recruitment Committee has produced a slide presentation. This may be borrowed from the TLA Office.

Texas Library Association (cont.)

Special Librarians are presenting a series of continuing education programs for "practising librarians". Certificates of attendance are available.

Several school districts offer 7-hour mini-seminars. Librarians who attend are given bonus time off.

The School Libraries Division of TLA is cooperating with the Regional Education Service Centers to present area workshops for in-service credit.

The Association has a Foundation for Scholarship and Research. Coincidentally, the Scholarship Selections Committee requested permission to use a part of the funds available for grants to working librarians and the TLA Council directed that the emphasis be shifted from scholarship to research projects.

A new Fund labeled ID for Ideas Development will be used to stage a media fair during the '74 Conference.

Time does not permit even the mention of the countless in-service and staff-oriented opportunities.

Let us return to the problem we face in bringing together the individual member and the available or potential opportunities. Whatever plan(s) we choose must include:

1. The support or "blessing" of the library schools.
2. A built-in incentive for the individual i.e., salary increase, time off, peer recognition, and so on.

As a corollary there must be an incentive for the author of the program or project to share it with others.

Just as librarians will be called upon to be accountable to the public they seek to serve, library associations must be accountable to their members by coordinating existing programs and developing new ones. The role of the library profession is even broader since it must be accountable to both the public users and the working librarians.

As the library world has imploded with technology and information, and all the rest librarians will have to rush to catch up.

* NOTE: The report by the New York Library Association has not yet been received by LTI and therefore cannot be included in

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Attachment 5

A Report on the Continuing Library and Information Science Education Project
sponsored by NCLIS, November 29, 1971 presented by Dr. Ruth Patrick

...e, Stone and I are appreciative of the opportunity to participate with you in this seminar and to hear about all the good things you are doing in the area of continuing education. We are extremely heartened by the importance the library associations are expressing for continuing education.

The fact that this present project on continuing education is has been selected as one of only three project the National Commission on Libraries and Information Science funded, underlines the importance the library community gives how to this issue. The Project is a nine month study that will be completed March 31st 1972.

The objective of the Project is to develop a conceptual and prospectual blue print to provide continuing education opportunities for those librarians who need and want to continue their lifetime of learning.

We feel that any nationwide plan for continuing library education will be successful only if it involves as many people as possible -- the individual librarians who will be served by any continuing education programs (or the lack of them), as well as the agencies who have responsibility for providing ce programs, and builds on their achievements, experience, and planning; and not to mention benefitting from any mistakes or wrong directions that might have been taken.

Our first step towards involving the library community has been to work very closely with our ten-member advisory Board -- librarians who not only are deeply concerned with CE, but who also are representatives of groups with responsibility for CE programs: the state library, library schools--both accredited and non-accredited, library associations, and employing libraries: public, academic, special, [illegible], and school.

A second step has been to attend gatherings such as this one today, to be responsive to those responsible for CE, and also to stretch our minds, with all the ideas that are generated by this type of occasion.

The third step has been to attempt to reach as many people as we could through our two instruments -- a Questionnaire survey, Interviews, and a mini-conference. The kinds of data that we are collecting are: (1) information on the current status of CE, (2) ideas and recommendations for what is needed for a nationwide plan for CE, (3) for possible structures and frameworks. Our approach is basically that of systems design and analysis. From the data we collect and from the literature, we will develop design specifications, or requirements, which we will then use as the basis for constructing models of a nationwide structure for continuing education.

I'd like to tell you a little more about our survey to date, and then about the data we have been receiving.

The questionnaires were mailed october 15, to 271 participants in the United States,

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TABLE I. GROUPS PARTICIPATING IN QUESTIONNAIRE SURVEY

GROUP NAME	NUMBER IN UNIVERSE	NUMBER IN SAMPLE
1. Accredited Library Schools	51	51*
2. Unaccredited Library Schools	250 (?)	20
3. National Library Associations	38	38*
4. Regional Library Associations	7	7*
5. State Library Associations	51	51*
6. State Library Agencies	51	51*
7. National Libraries	3	3*
8. Academic Libraries)		12
9. Public Libraries)	24,000 (?)	13
10. School Libraries)		13
11. Special Libraries)		12
	Total	271

* Number in Sample equals Number in Universe.

As of today, 54 percent of the questionnaires have been received. Our intention is to complete the tabulation and analysis of the questionnaire data By December 14, in time for the second Advisory Board meeting. We ~~have~~ have already begun the analysis of the last question, an open-ended one--you may remember it, entitled " Your ideas and proposals for action" We asked three simple questions: (1) What do you think is needed? (2) How do you think it can best be provided for? and (3) Who do you think should do it? I'll report on the answer to this question after discussing the other two survey instruments.

The second survy instrument was the interview. We have interviewed or plan to interview, either in person or by telephone, at least fifty educators, administrators, working professionals, research workers and noted authorities in the area of continuing education (either in library science or in other disciplines). Participants were selected who, through their writings, professional associations and reputations, give evidence that they can provide informed opinions and comments on the subject of continuing education.

As of today, 54 persons have responded that they would be willing to be interviewed, and 35 (70 percent) of these interview have been conducted.

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Throughout the progress of the project, additional names of persons to interview have been suggested by Advisory Board members, by persons interviewed, by persons interested in the Project and by our reading of the literature. We initially proposed interviewing 50+ persons; we anticipate no problem in reaching that number. But, we would like to interview as many people as are recommended to us, to the extent that (1) the project funds and schedule will allow, and (2) we feel we will obtain beneficial data from interviewing them.

TABLE II. NUMBER OF RESPONSES TO INTERVIEW REQUESTS
(as of November 26, 1973)

ITEM	NUMBER	PER CENT OF TOTAL MAILING
1. Requests Mailed	64	100%
2. Responses Received:	54	84
Willing to Participate	53	
Unwilling to Participate	1	
3. No response	11	
4. Interviews Conducted	35	(70% of the original estimate of 50 interviews)

The third survey instrument is a mini-charette.

The term "charette" implies the creation of a "climate of creative combustion" in which all sorts of ideas are freely tested in an informal atmosphere. A typical charette is an intensive day and night effort of a week or more in length. The term "mini-charette" is used here to suggest one or more daytime or evening sessions.

"Charette" is a term borrowed from architectural and art usage. Literally it means "chariot" or a "little cart." The little carts were used by art students to carry their paintings to Paris. As they moved along the country roads, the farmer, the butcher, the baker, the washwoman and everyone else would suggest improvements -- a little more red here, a little less green there. In other words, everyone got into the act. In architecture, the term has been applied to a marathon designing session (the chariot concept implying the speed of wheels in a race) of architectural teams charged with finishing a project by getting everyone into the brainstorming process.

Today charettes are being used increasingly to open projects as well as to put on finishing touches. In education, the charette is being used to design and implement innovations involving a wide cross section of the community.

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The Project team decided to include a "mini-charette" technique in order to utilize the existing Continuing Library Education Network (CLEN) already established through the efforts of the Association of American Library Schools' Committee on Continuing Library Education.

CLEN is an effort to open [illegible] about continuing education in the library field and inform [illegible] It is currently comprised of 193 persons from the following groups:

A. Members of the Standing Committee on Continuing Library Education, Association of American Library Schools, 1972 to date.

B. A Representative from each ALA Accredited Library School: 1973.

C. Representatives of Departments and Schools of Library Science, which are not Members of the Association of American Library Schools: 1973 (still in the process of formation).

D. A Representative from each of the Major National Library Associations.

E. Council of National Library Associations - Task Force on Education

F. Individual Librarians Concerned with Continuing Library Education Who are Members of the Network.

G. Representatives of State and Regional Library Associations (in process of formation).

H. Representatives of State Libraries (in process of formation).

An invitation to participate in a mini-charette, along with instructions and a reporting form was mailed to members of the Clen. Each member is asked to get together with others interested in CE both within librarianship and in other professions--members of library staffs, students, trustees, teacher, business men, educators-- to explore ideas for improving access to CE.

Our inteneded cut-off date was December 15 but if any of you here are interested in experimenting with this novel technique, we have copies of the mini-charette package here, and we would be delighted to you have join us in this venture. To be honest, we really have been surprised at the enthusiastic comments we have been recieving on the min-charette. It seems to be getting more people involved in thinking about how all the relevant groups--library schools, association, libraries, and individual librarians-- can best contribute to cE programs for the profession.

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One innovative approach to the mini-charette exercise was conducted in the State of Wisconsin by Muriel Fuller, Chairman, Department of Communication Arts, University of Wisconsin Extension. Her group used the University Extension's Educational Telephone Network which has listening locations around the state and two-way communication. They invited about 25 people from the Wisconsin Library Association -- Education Committee; Division, Section and association officers; library educators and librarians; as well as professionals from other fields. Dr. Stone and Dr. Patrick also participated in this exercise via telephone from Catholic University.

These then briefly are our survey instruments.

Initiation of Data Analysis and Integration

The Project team has begun the analysis and integration of data from the questionnaires and interviews. Although not all the data have been collected and analyzed, certain patterns are emerging. A most important emergence is the emphasis on the urgency of continuing education as a vital issue facing the library profession. Also, there appears to be a major consensus regarding (1) the requirements that a nationwide plan for continuing library and information science education would need in order to ensure success, and (2) the functions that need to be enveloped by any national plan for continuing education.

The major requirements emphasized are:

1. All relevant groups -- individuals, library schools, state library agencies, library associations (state, regional, national), employing libraries -- should share in the planning, responsibility, financial support, and implementation of any plan for continuing education.

2. Guidelines should be developed to suggest possible roles for each of the above groups.

3. Organization is needed at the national level to utilize existing, continuing education resources -- people, as well as programs -- and to initiate the development and implementation of new resources.

4. Although programming for continuing library education should be nationally coordinated, it may be developed and should be made available on a regional and local selective basis.

5. A plan for continuing education should incorporate such concepts as:

   -- the use of systems design
   -- the behavioral approach to learning
   -- conditions necessary for adult learning
   -- the use of learning needs as a basis for programming
   -- the use of multi-media and communication technology

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6. Any plan should have a structure that will meet the individualized criteria of practitioners for continuing education programs, such as diversity, quality, continuity, convenience, accessibility, and personal satisfaction.

7. Participation at the grass roots level is vital.

The major functions emphasized are:

1. Needs assessment
2. Determination of priorities
3. Identification, acquisition and exchange of continuing education resources.
4. Program, products and service development
5. Evaluation of programs, products and services
6. Distribution and dissemination
7. Research in areas of continuing education and professional growth, utilizing ongoing research in other disciplines
8. Identification of critical issues such as certification, the continuing education unit, and recognition and award system; and the development of guidelines on these issues

Once all the data have been collected, analyzed and integrated, the Project team, in conjunction with the Advisory Board, will begin to construct and then evaluate models for continuing library and information science education that will meet the stated requirements and design specifications. Also, consideration will be given to possible funding alternatives. These models will form the basis for the final recommendations that will be presented to the National Commission upon completion of the project.

RELATION BETWEEN THE CE PROJECT AND THIS SEMINAR

The aggenda item that follows this presentation is to be a discussion to identify major training priorities for coordinated action. In the questionnaire, the respondents have been asked to identify (1) continuing education needs they thought were either not being met or are being met poorly currently, and (2) the specific content areas of CE they felt have the highest priority over the next three to five years. Although the answers to these questions have not yet been tabulated yet, we are getting an indication of what these areas might be on the basis of our interviews, and other surveys conducted by Dr. Stone. These two areas are (1) Management skills, and (2) How to review and apply what's new in the field, for example, av, automation, communication technology

Another question we ask that should provide valuabel design data is, for a ranking of target groups in order of the priority for CE the respondent thinks they should recieve on a nationalde basis over the next 3-5 years. These groups are

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• PROFESSIONAL PERSONNEL	• SUPPORTING PERSONNEL	• OTHER
Directors (With MLS or more)	5. Paraprofessionals (Library Associated)	9. Trustees
Other Librarians (Without MLS)	6. Library Technicians (Technical Assistants)	10. Other (Please specify)
Technical Information Specialists (Without MLS)	7. Clericals	
4. Other (Please specify)	8. Other (Please specify)	

The second major aggenda item is the associations' role in addressing training priorities that have been identifed. Part of our task is to explore what the library associations have been doing about CE-- and also to look at what other professional associations have accomplished to see it what we might learn from them.

We are discovering that the library associations are taking a vital and active interest in this issue, and a some thing have been accomplished and set into motionn that we thought we should inform you about.

The Association of American Library Schools has prepared a report on the role of AAIs in CE. This report discusses:

1. Basic questions that must be answered in the aread of CLE
2. Objectives and criteria of CLE
3. Possible ways these criteria might be met.

A second important sept is that AAIs has prepared a position paper on CLE and has submitted this paper to members of the Council of National Library Associations. To date, this paper has been accepted in principle by SLA and MLA. I have copies of this paper for you, if you care to pick them up at the end of this presentation.

It appears them that the efforts of these other library associations are central to a seminar where other associations are attempting to define their roles and where the efforts of all the relevant groups can be corrdinated to achieve maximum effect.

A few brief words about the work being done by other professions. Dr. Stone has recently completed a review for ERIC, CLE as viewed in relation to other continuing professional education movements. This paper summarizes research on roles for associations, employing institutions, and schools, that have been found in the literature. I have copies of the Summary Chapter of this report if you are interested.

In conlusion, it appears that the charge of our project is paralleling the efforts of the library associations and the planners of this seminar. Hopefully, through our data collection and analysis, based on the ideas and information we are obtaining from all groups concerned with CE, we will be able to recommend to the Commission actions that will be supported by all the groups we have attempted to involve in this planning effort.

Planning/discussion notes prepared by Brooke Sheldon, LTI

Some Observations on the Role of the Professional Associations in Continuing Education for Librarians and Information Specialists

"Not only is everyone somewhat out of date, but not enough good new library ideas are being produced. Much of librarianship produces good ideas laboriously, and then it treats them with bureaucratic complexity, complacency, and inflexibility. Better ideas are needed for continuing education, and better problem solutions must be derived through organized or private brainstorming or experimentation."[1]

This commentary on the state of the art in librarianship was made in 1971, and as we rapidly approach 1974, the situation is about the same, complicated by a change in federal policy which would appear to eliminate, at least as categorical grants, the major source of funding for continuing education.

The responsibility of the professional association to create a structure that will provide for the professional development of its membership is well established and documented and it would be redundant here to cite Houle, McGlothlin, Stone, Hiatt and others in this regard; to examine the objectives and policies of our organizations, and to look at other professional organizations to note the depth of their involvement in continuing education. We can assume that this responsibility is accepted by association boards, and our purpose here is to address ourselves to the constraints and problems with a "vision that sees the possibilities

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[1]Harvey, John F. and Lambert, Bettina; "The Educational Third Dimension: II Programs for Continuing Library Education"; Library Trends, 20:146, July, 1971.

of the future in the difficulties of the present."[2]

But, recognizing that any decisions made by executives of professional associations are only useful insofar as they relate to individual members' perceived needs, and perceived role of the association in fulfilling them, we looked for some up-to-date data on what librarians are looking for in improving competencies, from their associations.

The most recent published data specifically related to the association role was located in the Stone study Factors Related to the Professional Development of Librarians (1969) in which 806 working librarians were asked to make action recommendations ("wayout ideas as well as those which seem practical for present conditions") to the following seven groups: library administrators, professional library associations, graduate library schools, library planners in the U.S. Office of Education, state library agencies, publishers of library literature, and individual librarians. 160 recommendations (the second largest following administrators) were directed to the professional associations.

The biggest concern was with --

UPGRADING OF CONTENT OF PROFESSIONAL MEETINGS THROUGH FOLLOWUP REINFORCEMENT, INTERDISCIPLINARY APPROACH THROUGH AFFILIATIONS WITH OTHER PROFESSIONAL ASSOCIATIONS;

USING CREATIVE WAYS TO KEEP THE PROFESSION UP TO DATE ON CHANGE . . . ACTIVITIES EVALUATED REGULARLY (BY MEMBERSHIP) TO UPGRADE CONTENT . . . BROADER MEMBERSHIP INVOLVEMENT . . . REDISTRIBUTE GOOD PROGRAMS TO SMALLER, MORE ISOLATED AREAS;

TWO LEVEL PROGRAMS WITHIN ASSOCIATIONS SO THAT AT EVERY MEETING MEMBERS COULD BE CHALLENGED AT BOTH PROFESSIONAL AND SUBPROFESSIONAL LEVELS;

---

[2] McGlothlin, William J.; "Continuing Education in the Professions"; speech given at the AALS Conference, January 22, 1972, and printed in The Journal of Education for Librarianship, Summer, 1972, p. 15.

> COOPERATE WITH LIBRARY SCHOOLS . . . RAISE FUNDS FOR INDIVIDUAL MEMBERS TO ENGAGE IN RESEARCH . . . DO RESEARCH;
>
> TOO MANY ASSOCIATIONS . . . EXECUTIVE COUNCILS OF ALL LIBRARY ORGANIZATIONS SHOULD CONCENTRATE ON COORDINATION.[3]

None of these suggestions are revolutionary, and perhaps a similar questionnaire would elicit a very different response in 1973. Perhaps more recent membership input from each of the half dozen organizations represented at this meeting would present a different shopping list (if so, we need to share this information).

The associations represented here do work in isolation to some degree, and if we are to plan, to coordinate, we must begin by finding out, in the current phrase, where we are coming from.

Is it possible for this leadership group to find areas of agreement on:

1. What new services are required to meet changing needs in continuing education?
2. What new directions in training are the associations prepared to take?
3. Who does what? Can we accept or even assign areas of responsibility?
4. Is there a way of tying it all together -- coordinating efforts so that there is continuum of EDUCATIONAL OFFERINGS (in and out of field) that individuals may tap and relate to specific educational objectives.

---

[3]Stone, Elizabeth; Professional Development of Librarians; Metuchen, N.J., Scarecrow, 1969, 170-196.

5. And if so (or if not) -- what are the implications for, and can we reach general agreement on, and make specific recommendations as to the Associations' role in a National Plan for continuing education (now being assembled by NCLIS).

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THE FLORIDA STATE UNIVERSITY TALLAHASSEE 32306

LEADERSHIP TRAINING INSTITUTE, SCHOOL OF LIBRARY SCIENCE
(Funded by the Bureau of Libraries & Learning Resources, USOE)

TRAINING FOR LIBRARY SERVICE IN THE 70's

THE ROLE OF LIBRARY EDUCATORS AND ADMINISTRATORS

LEADERSHIP TRAINING INSTITUTE SEMINAR
April 29-30, 1974

PROCEEDINGS

At a meeting of library educators and administrators held in Washington, D.C., April 29 and 30, 1974, the group agreed that continuing education for all library and information science personnel is vital to the provision of effective service. The concept of nationwide planning for continuing education was endorsed along with major recommendations contained in the final draft of the Catholic University Study on continuing education recently completed for NCLIS.

Sponsored by the Leadership Training Institute (HEA Title II-B), Florida State University, the invitational meeting followed an earlier LTI seminar for Library Association Executives focused on the role of the professional library association in continuing education.

Representatives from the earlier meeting along with library school deans, public and school library administrators, and other distinguished members of the profession were brought together to: "review the recommendations and consider the implications of the NCLIS study on continuing education . . . present information on selected new concepts, priorities and products from current programs . . . describe the

separate and joint responsibilities of library administrators and educators in implementing non-traditional as well as familiar approaches to continuing education . . . describe and delineate potential patterns of interaction between library administrators which will accomplish their joint goals . . . "

As background for the discussion, Harold Goldstein moderated a panel composed of Kathleen Molz, Research Associate, University of Houston, Howard Hitchens, Director, AECT, Joshua Smith, Executive Director, ASIS, and Rod Swartz, Deputy Director, NCLIS, which tossed out a potpourri of the current issues in education both global and narrow including the following:

(Molz)

"I have found no professional group that is happy with their professional education . . . we need more paraprofessionals . . . the field seems to be sponsoring two entirely different sets of training programs, one of which has no knowledge or relationship to the other . . . administrators tell me that usually the person who is below the middle management level has most need for continuing education . . . I don't think educators in this country really deep down feel that society values what they're doing. And in a country that doesn't really value education, the problems are much bigger than the problems that we usually talk about."

(Hitchens)

"In direct response to the paraprofessional area we feel there should be differentiated staffing (that's just a conundrum) but it is possible to so arrange human work that there are some things that are done by some people and other things that are done by other people, and we have to reexamine in these days the way in which we assemble the tasks that one person does; whether he's called a professional, a paraprofessional or whatever . . . you'll have more electronic manipulation of information but I don't think the actuality is anywhere near what the enthusiasts had led us to believe it would be by this point in time . . . "

(Smith)

"I think it's the delivery of information to meet the needs of the people that we neglect very seriously. 20% of the national income goes for information products and services -- that's over 160 billion dollars a year . . . I don't think the "library" is important . . . I think information is important . . . so I hope that in these two days that we talk about our roles as information professionals and forget the labels of librarian or information scientist or educational technologies. It doesn't matter what you label yourself . . . until the marketplace recognizes us as information professionals, I think we're going to suffer."

(Swartz)

"This hands-off attitude that we have with technology is a rather frightening phenomenon . . . our lack of new management techniques dealing with human relationships on the job . . . our lack of ability to indicate the information needs of the people we serve . . . the lack of interrelationship between library administrators and library school faculty . . . each one saying to the other 'You're wrong and we're right' . . . there needs to be better interchange in analyzing the needs, of not only beginning library school people, but also of people already working in the field. The Stone study pointed out that people still regard their professional associations as one of the main focal points of continuing education. Yet, I find these associations, with a few exceptions, not adopting new continuing education techniques . . . while the traditional accreditation process may work toward the improvement of beginning library education, it's my feeling that it works against continuing education . . . "

In summarizing the panel discussion, Harold Goldstein, LTI Director, challenged the group and reemphasized a concern expressed by panel members. "What are you going to do about it when you go back, having contributed so beautifully this morning?"

A staff presentation on selected trends and practices in Title II-B institutes and implications for library education focused discussion on the field work experience. (see attached diagram)

Dr. Don Ely, LTI evaluator/facilitator, summarized the morning session and pointed out observed convergencies and divergencies between the ideas and viewpoints presented:

Convergencies:

1. It was a good first step to bring this group together,
2. There is a sense of urgency, coupled with a sense of impotence,
3. The group must develop procedures for determining information needs -- of professionals and of the public being served,
4. We must emphasize the human relationship dimension which is an important part of the information professional,
5. We must build on successes: what are they.

Divergencies:

1. Where must the impetus for change begin? (schools say that field must request new kinds of people; field says new kinds of people not available),
2. How can field work be made beneficial to student and agency?

Breakthroughs:

1. New types of integrated field work;
2. Some continuing education in associations;
3. Emerging unity of information professionals (L.S., I.S., and E.T.);
4. Syracuse University's program to prepare professionals to work in problem-solving and decision making situations, not jobs per se.

Issues:

1. What are promising areas of rapprochement between library schools and the field?

2. How can library school faculty be put in closer touch with reality -- e.g.: a PhD. requirement for a person with no library experience?

3. What strategies for change can we propose here, now!

4. How can we prepare people to deal with people?

5. How can we prepare people to deal with technology and the fear of involvement with equipment and materials?

6. What can we learn (and derive) from other professions?

7. What is the role of field work (internship) in professional education, in respect of closer relations between libraries and library schools?

8. What competencies ought to be demonstrated by information professionals? How can these be determined?

9. What quality control of education can be developed through certification, accreditation, and other standards?

10. How can more and different types of people be brought into the information professions?

11. How can the image of the information profession be enhanced?

Two groups were formed to discuss these items:

1. What are the problems?

2. What do we need to know before we act?

3. What can be derived from the CU/NCLIS report?

The two groups, Library Educators and Library Administrators, caucused separately and brought back the following points to the entire group. Dr. Ely synthesized the group's opinion and made some general observations.

Library Administrators Group's Points:

1. Administrators have responsibility for staff development, and they should reorganize their concepts of staff needs;

2. Little communication between administrators and library educators exists, and more incentives are needed for setting a climate for improved staff development;

3. We must move from local state regional national levels of concern, with different priorities at these levels for different personnel groups;

4. Some continuing education needs can be met by disciplines other than library science;

5. The Illinois State Library will seek $50,000 from six states to develop a National Center for Continuing Education.

Library Educators Group's Points:

1. Are we sufficiently aware of motivation / incentives on the job? Who pays? Who is paid? What happens?

2. There is need for better communication between administrators and library educators to encompass a real plan for exchange of personnel between libraries and library education;

3. Other programs from other disciplines which can contribute should be made available and disseminated;

4. We should implement CU/NCLIS recommendations on continuing education;

5. Is the profession ready for a national plan for continuing education?

6. Is there a market, actually, for continuing education?

7. Reported needs, as presented, are not always picked up by respective authorities.

General observations which resulted from these points are:

1. Current efforts of continuing education are eclectic and opportunistic;

2. The field is anxious for action, although uncertain as to procedures;

3. There is a rapprochement emerging in this group;

4. Some useful case studies were reported, and we may need more of them to encourage greater activity;

5. There is need for improved dissemination; (What offered and where?)

6. We should consider alternative ways to continuing education other than courses and formal offerings;

7. There was agreement on a need for in-service training;

8. A problem exists about information delivery to people where they are: Why commute when you can communicate?

9. What are concerns involving the avoidance of library schools for promoting continuing professional education?

10. Who can do what best: design information modules, do formal courses, supervise and direct teachers, etc.?

Following the general discussion, Rod Swartz brought the group up to date on the National Commission's study on Continuing Education and said, in part:

"The National Commission does not see itself as an administrator in continuing education -- simply as a catalyst, recognizing the need, perhaps being able to do something as regards a report with perhaps some follow-up to the report so that we can begin to have some coordination at a national level. The target audiences for the report were professionals, paraprofessionals, support staff, and trustees of the nation's libraries and information centers.

There were two parts to the charge of the investigation. One was to describe the current continuing education efforts of library schools, library associations, national and state agencies, and individual libraries, with a view towards recommending ways to reduce duplicate efforts, coordinate current activities, provide more cost-effective programs, and build new programs. At the same time, a second anticipated result was a program aimed at developing a partnership incorporating all the major resources available to the information profession.

In filling the first objective, Dr. Stone used three devices. One was a questionnaire. 270 questionnaires were distributed to a sample made up of the members of the library community, teachers and pratitioners. A 70% response was recorded, which is I think very good for this kind of a questionnaire.

Secondly, the researchers developed a series of telephone and personal interviews with educators, administrators, researchers, working professionals, and authorities.

And, finally, they used a device, which Betty Stone can expound on, called a mini-charette, which I have never heard of before: group dynamic sessions in which they took a particular aspect of the problem and discussed it in a manner somewhat similar to what we're doing today.

The second objective, constructing a national plan for continuing education, was approached through the work of the project team with the advice of an advisory committee, constituted from the various professional associations such as ASIS, ALA, SLA, etc. The program design specifications included some specific charges.

One charge was that continuing education should focus on the improvement of clientele service. Secondly, that all library information science personnel should have equal opportunity to continue their lifetimes of learning toward enhancing their total job competence and that it should touch on all relevant groups. These groups -- individual library, library and information science personnel, library trustees employing libraries, libraries, library schools, etc. -- should have the opportunity to share in the planning, the programming, the funding, the implementation, and the evaluative process. While there may be coordination at the national level, the products developed should be available at the local, regional, and state level.

Processes that we felt should be developed should assess the needs of personnel in libraries and information centers on an ongoing basis. Secondly, the program should provide as wide an array of opportunities as possible, while concentrating resources on high priority needs common to a large number of library and information science personnel. Thirdly, encourage awareness, interest, evaluation, and adoption by using both mass media and interpersonal communication channels. And finally, monitor continuing education products and solicit feedback to assess quality.

There were several other issues and needs identified in the assessment of present continuing education practices which I'd like to touch on very briefly, and then let Betty describe the national program that is recommended.

One was the whole business of a comprehensive, universal, accepted definition of continuing education, which does not exist at this point, and which is discussed in some detail.

Another factor is the problem of influencing the design of a national system for continuing education. These were carefully considered -- the pros and cons of

developing such a national program -- is it really feasible to do such a thing? The continuing education content needs for library and information science personnel were identified. These needs, ranked in the order of priority, are:

a. updating of professional knowledge;
b. management techniques;
c. human relations;
d. technology;
e. non-print material.

Different forms and techniques for provision of education were studied. On the basis of the survey results and the study team investigation, the most effective current modes are:

1. workshops;
2. institutes;
3. participation in professional meetings.

The least effective were provisional materials for home study and correspondence courses.

As a result of this investigation, a number of design improvements are suggested in the study in the areas of modes and methods of continuing education. I think one of the interesting things that the study did was to look for prototypes in other professions and other disciplines. For example, the study team looked at five prototypes, including a lifetime learning plan for physicians, the National Center on Educational Media Materials for the Handicapped, the Education Commission of the States, the National Legislative Network of Libraries of the American Library Association, and the Technological Information Exchange, which is part of Public Technology, Inc. In addition, the professions of engineering, architecture, banking, and education were examined, to identify trends and concepts which had the most potential for application to the information field. Several of these included the differentiated professional role concept, the increased emphasis on specialized competencies, the use of dues in professional associations to support professional development activities, the teacher renewal concept, serving all levels of library and information science personnel, and having librarians become skilled in ways and means of showing accountability for the steward-

ship of resources assigned to them. Betty will expand on their recommendations for a continuing library education network and exchange. Betty met with the Commission last week in San Antonio to give an oral report to the Commission, and the Commission will discuss and make their decision on the implementation of the report. So what you're seeing is a summary of the final draft of the report."

Dr. Elizabeth Stone then presented a rationale for the proposed "Continuing Library Education Network and Exchange", CLENE. The model provided for an enlarged role on the part of state library agencies and state library associations. Dr. Stone said, in part:

"One of the things that we found people in the field thought was most important is that something like this should not be imposed upon them, much as we may need it. It should be developed at the grass-roots level. And so, what we are calling this, at least in the proposal, is the Continuing Library Education Network and Exchange. Some of you already remember the Network or know what this is. This is a movement that started within the Association of American Library Schools to try to make continuing education become more important, and to open up lines of communication between those people who are already involved in it.

First I would like to describe the network which in this proposal is built on what is already there but it is enlarged and somewhat more structured. The first part of this network is what we call an Assembly. We found that in our interviews that 42% of the people thought there should be a major input at the state level, for a number of reasons. Number one is the new federalism and what it has to say about revenue sharing. Another is the fact that many states, as you well know, are having mandatory laws about professional education. Also it's really only at the state level that you get everybody who is in the library and

information science field, in other words some of us may belong to ALA, some may belong to ASIS, some may belong to everything, but the states include everybody, and so this was another reason people thought this was an important emphasis. We recommend in the study that each state get itself organized, or have a continuing education counsel, or committee, for long range planning, to organize work in that state.

We found an interesting example in a publication about two months ago in the Journal of Education for Nursing for a plan in that profession which called for local committees to be aware of what is going on in continuing education. What the people in our survey said was they thought that at the local level you should not only have the personnel in the libraries but you should have people from other professions, you should have people from city offices and county offices. In other words, it is recommended, though it is not necessary as a part of the overall structure, that at each local level there be a committee to assess needs, and that these in turn, would be communicated to this long range state planning committee at the state level.

Also in this assembly, there would be representatives from the various groups identified in the study that are concerned about continuing education. And each state would send a group of people annually to the assembly, or semi-annually.

The assembly would elect a steering committee. This steering committee would have responsibility for then deciding what the key priorities were in continuing education for library and information sciences. They would suggest major policies and policy alternatives; they would provide a means for ongoing communication between the states and their continuing education effort. There would be representation from the graduate library schools, from the non-accredited programs, the state associations, national associations, and from all the different twelve groups that we have identified that have an interest and concern for continuing education.

But we all know that big groups like this don't accomplish all that they might wish to, and so there would be an administrative board. This board would

meet at least twice a year, perhaps oftener, to establish policy guidelines. They would authorize studies and research, they would identify problems for the central staff to engage in, and they would make recommendations for improvement in continuing education.

The other side is the exchange part. We envision four major processes we thought would need to be going on in order to meet the needs that were identified.

First was continuous needs assessment. I would say that the one thing that people emphasized the most was this. It is suggested that in each locality at the grass-roots level this is the process that will be going on continuously.

While each individual has the responsibility for his continuing education, many of us need a little bit of help and guidance along the line. The use of linkage agents who have some speciality in continuing education could help the individual practitioner in his life-long learning. One of the processes we had in mind was program and resource development, and another one is the exchange of materials. The present continuing education efforts, even though they may be great in themselves, mainly meet the need of the individual learner. We think this is a primary reason why we do need some nation-wide plan, because we don't think the individual groups can put all this together for maximum effectiveness for the individual learners."

The proposed organizational structure of a national program for continuing education was a subject of major discussion during all of the conference.

Alphonse Trezza, President of COSLA (Chief Officers of State Library Agencies) offered to take the CLENE proposal to the COSLA group and ask a number (5) of state library agencies to join together in using LSCA Title III money to initiate the network.

While applauding Trezza's call for immediate action, several people expressed the fear that it may be dangerous to move too quickly, possibly "buying" a plan which few people have had a chance to read and discuss. The group took two main positions: 1."This plan sounds great, it's the best we have -- let's act to get things going." 2."We haven't read the whole NCLIS report; CLENE is just one alternative -- if we try to build too fast, the program may fail or only address fragments of the total problem. Let's wait."

The discussion was not pro or con CONTINUING EDUCATION per se; rather,it was whether or not to push, adopt and immediately begin to implement this particular model, CLENE.

Finally, Rod Swartz, in restating the Commission's view, said that the first choice for financing CLENE would be broad-based foundation support (perhaps a three year commitment) to get the overall program started strongly. He felt this could be democratically supported by the library profession at all levels and would have greatest impact.

A second choice would be some combination of foundation grant and (perhaps matching) state support. Betty Stone reminded the group that someone (or some initial leadership) had to exist to go to foundations for support.

Rod Swartz pointed out that the Commission cannot legally implement its study but can make it available so that the profession can implement it.

[Editor's note: Mr. Trezza did present the information relating to CLENE at a COSLA meeting on May 3, 1974. The COSLA members were responsive to Mr. Trezza's position that this is an opportunity for state library agencies to initiate leadership in the field of continuing education, and to ensure that they will continue

to have major responsibilities in an emerging field. With very little time to study or discuss the proposal, the states of Wisconsin, Pennsylvania and Mississippi actually pledged the monies. Trezza asked each of the Chief Officers to evaluate the proposal and to indicate the extent of commitment to it, with or without funds, and indicated that NCLIS would hold a meeting in the fall to discuss funding, organization and program development.]

A major frustration of this group, and a concern expressed by Dick Hays, Acting Director of the Division of Library Programs, USOE, as he welcomed the group was the need to "kindle some fires, bring people together so that they themselves can write the agenda for what ought to be done in the area of library education." The same "sense of urgency" that Don Ely found in the earlier meeting of the Professional Association Executive Directors, he found here. He found a wide range of intent with implications for both local and statewide impact. Perhaps no single one of these actions will effect the global changes in the profession with which this leadership group is concerned; but the opportunity for a few library school deans and library administrators to initiate a dialog, explore the issues, and at least agree that continuing education is a vital and mutual responsibility is possibly a milestone.

SYNTHESIS

Don Ely

Accomplishments:

A unanimous agreement that continuing education for all library and information science personnel is vital to the effective service of library and information science agencies.

Also, the group supported the concept of nationwide planning and agreed to endorse CLENE.

Agreements:

1. This conference was a useful vehicle for discussion of issues regarding continuing education;

2. The draft of the CU/NCLIS report on continuing education offers a useful resource for future planning;

3. The CU/NCLIS report, once approved by the Commission, needs to be widely disseminated and plans for implementation should be developed;

4. There is a need for an information exchange -- who is doing what and how well? -- resources, modules, packages, etc., currently available;

5. There will have to be substantial changes in the attitudes and behaviors of all personnel who would be potentially involved in the continuing education process;

6. There are useful case studies (models) of continuing education currently available but many more need to be explored and implemented;

7. The group voiced its gratitude and admiration for Al Trezza's action plan;

8. Cooperation between library schools and library agencies for continuing education is one of the most promising routes to move ahead.

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Issues: (Not necessarily Disagreements)

1. Planning for continuing education should evolve from the grass-roots up, rather than the other way around;

2. Uncertainty of where libraries will be 5-10 years from now reflects the need to plan for "futures" -- known and assumed;

3. Competencies required may not be universally accepted -- how to deal with this problem of change;

4. Uninformed support of the CU/NCLIS report may lend to inappropriate implementation; by the same token, stalling may lead to atrophy;

5. Who needs to endorse the CU/NCLIS report and how will this be sought?

6. What are the priorities?

7. Variations exist among the states in planning for continuing education, and not all are able to participate in nationwide planning in the same way;

8. Alternatives need to be considered, but might not be;

9. Incentives are essential for all who participate in the continuing education process -- what are they to be and which ones are appropriate for which group?

10. The Continuing Education Unit (CEU) of credit appears to be a viable vehicle for rewards to continuing education participants, but the nature of the CEU in library and information science is unclear.

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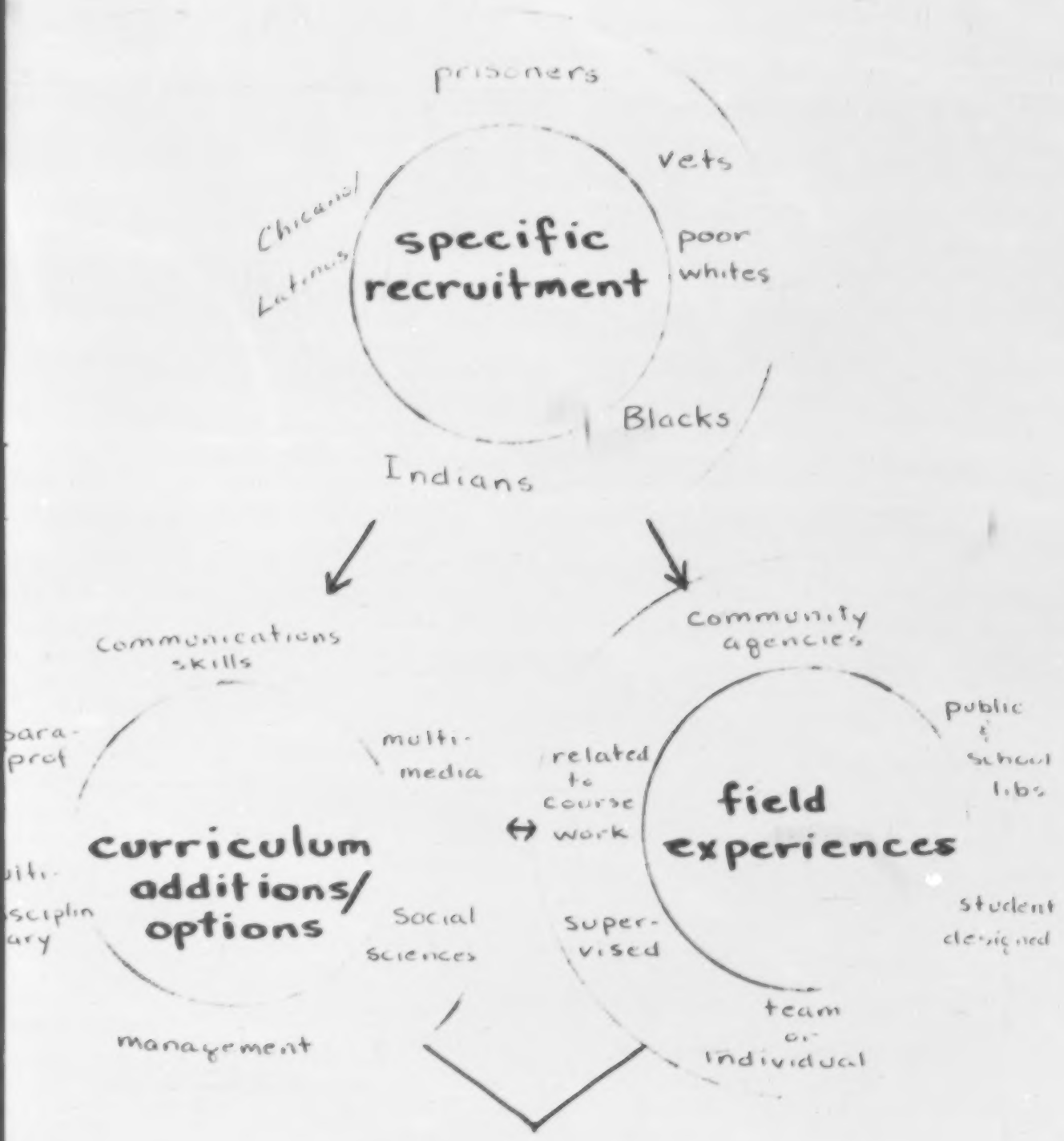
TRAINING TRENDS SEEN IN TITLE II-B PROGRAMS



AGENDA

Leadership Training Institute Seminar
Training for Library Service in the 70's
The Role of Library Educators and Administrators

Sunday, April 28

8-11 p.m. Optional social hour -- LTI Suite (Harold Goldstein's room)

Monday, April 29

8:15 a.m. Coffee

8:30-8:45 *Opening Remarks*
Harold Goldstein, Director
Leadership Training Institute

Welcome
Dick Hays, Acting Director
Division of Library Programs

8:45-9 *Introductions*

9-9:45 *Changing patterns in library training and continuing education*
Panel: Howard Hitchens
Kathleen Molz
Josh Smith
Rod Swartz
Harold Goldstein, moderator

9:45-10:15 *Overview of selected trends and practices in the HEA Title II-B Institute Program: Implications for library education*
LTI staff

10:15-10:30 Coffee

10:30-11 *Report on the NCLIS Study on Continuing Education; recommendations and implications*
Rod Swartz, Acting Director, NCLIS

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11-11:45 *Consonances and dissonances; do values of each of us and what ought to be*
Group discussion
Moderator: Don Ely, Director
Center for the Study of Information and Education

11:45-1:15 LUNCH

1:15-1:30 p.m. Defining separate roles -- group process

1:30-2:30 *The role of Library Administrators in facilitating implementing continuing education programs*
Library Administrators caucus

The role of Library Educators in facilitating implementing continuing education programs
Library Educators caucus

2:30-3:15 Group reports

3:15-3:30 Coffee

3:30-4 Group discussion

4-4:30 Synthesis and feedback

6:30-8:30 *Wine and Cheese party*

Tuesday, April 30

8:15 a.m. Coffee

8:30-9:30 *Barriers to cooperation between educators and administrators*
Group discussion
Moderator: Don Ely

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9:30-10:15 *How can Library Educators and Administrators separately or jointly move toward implementing recommendations of current studies or practices?*

10:15-10:30 Coffee

10:30-11:45 *What must be done NOW in library agencies or library schools to tool up for inevitable changes in educational patterns?*

11:45-1:15 LUNCH

1:15-2:15 P.M. *Joint Action for effective continuing education programs; national, state, and local*
(two simultaneous groups of both educators and administrators)

2:15-3:30 *Recommendations for immediate action*
Group reports

3:30-4 Synthesis
Don Ely

4:00 ADJOURN

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Training for Library Service in the 70's

The Role of Library Educators and Administrators

April 29-30, 1974

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Evaluation of the
Leadership Training Institute
Florida State University
School of Library Science

1973-1974

Donald P. Ely
Center for the Study of Information and Education

August 30, 1974

Evaluation of the
Leadership Training Institute
Florida State University
School of Library Science

1973-1974

THE PURPOSES AND PARAMETERS OF THE EVALUATION

> *Evaluation - a judgment of merit...frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence weighed in the process of carefully appraising the effects of an educational experience.*[1]

Good's dictionary contains thirty derivatives of "evaluation." Perhaps this is an indication of its ambiguity among professionals who use the term in so many ways; or perhaps it is a sign of maturity in that specialized refinements of the term are now possible. In any case, for the Leadership Training Institute (LTI), evaluation has a special significance.

One of the major emphases during the 1972-73 year was on evaluation, with several seminars on the topic held for directors. The LTI publication, Planning and Evaluating Library Training Programs has become a "best seller" in the profession. Early this year, LTI sponsored a training session for evaluators of the library institutes and once again reaffirmed a deep concern for evaluation. With this strong emphasis on evaluation it appeared to be incumbant upon LTI to demonstrate the best example of the process.

The key word is process. The concept being advanced by the LTI staff has been process (or formative) evaluation - the year-long monitoring of an institute's program by an evaluator who would identify

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1 Carter V. Good (ed.) Dictionary of Education. (New York: McGraw-Hill, 1973) p. 220.

potential barriers and remain alert to unanticipated ones. The objective of this type of evaluation is to predict defects in procedural design and its implementation and to maintain a record of events and activities in relation to the decision making process.

The emphasis on process does not deny the importance of summative evaluation — that assessment which takes place at the end of a program and usually provides a discrepancy analysis between intended and actual outcomes.

The LTI evaluator served as both a process and summative evaluator during the year. For the process component, assistance was given to the LTI staff in planning and running four major conferences and seminars and assistance with several other less formal sessions. In this role the process work was completed and assessed by the LTI staff during the planning and operation of the programs. The LTI staff made judgments regarding the evaluator's contribution at that time. This aspect of the evaluator's activity, therefore, cannot be included in this report.

This report is the compilation of the summative components of the evaluation — the discrepancy analysis between intended and actual outcomes. It attempts to review all the activities and effects of the program in relation to the goals in the original proposal which was the basis of funding.

It is fair to ask, "How can an evaluator who has been so close to and part of the process, be an unbiased evaluator?" The honest answer is that he can't be, but he can take every precaution to insure minimum

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bias. In this case, familiarity with the program assisted in asking the "right" questions and identifying the people who would be most likely to provide the "best" answers. Evaluative evidence was elicited directly from individuals for whom various program elements were designed. Quantitative tallies are universally accepted as valid indicators of success or failure. And, finally, the professional reputation of an evaluator rests on performance. Obvious bias and gross misinterpretations of data would be judged as malpractice. In this case, the evaluator has very little vested interest in the outcome of the LTI. His professional identity is with another field and has no future aspirations to enter the library field. With these caveats, the evaluation proceeds.

One other component of the process is product evaluation. Since LTI was involved in the production and distribution of products, this element was added to the effort.

AUDIENCE

This report is written primarily for the LTI staff. For them it is an outsider's view of how well the program functioned after another year of operation. It is, in one sense, a continuation of last year's evaluation since some of last year's objectives were attained during the current year. Through an intermediary individuals who participated in the various LTI programs can express the benefits and frustrations without being personal. After a year's effort, the staff deserves an indication of how well they have done. The evaluation also serves as a

guide for next year's effort. Those procedures which have worked well could be used again; those which did not make it can be dropped. The LTI staff is the audience for this report.

A secondary audience is the staff of the Division of Library Programs/USOE, particularly those involved in the various aspects of library training. For them this report presents an assessment of the return for capital invested. It is an accounting of stewardship, a justification for an expenditure of funds, and an indication of professional productivity.

There may be other selected audiences for parts of the report - officers and executives of professional associations, deans and faculties of library and information science schools, and other bureaus and branches within USOE.

PROGRAM

A detailed description of the entire LTI program is provided in the Annual Report. However, for purposes of evaluation, the LTI activities are clustered into six major areas:

Consultation and Dissemination
Microworkshops
Product Development and Distribution
Professional Seminars
Site Visits
Technical Services

Each of these areas was treated in the evaluation process.

ACTIVITIES OF THE EVALUATOR

An initial meeting was held with the LTI staff on December 11, 1973 to discuss the evaluator's role during the current year. Expectations of staff were expressed; the evaluator's recommendations were received; and agreements were reached. The design was submitted to the Director and subsequently approved. In essence, the evaluator agreed to actively participate in the formative (or process) activities, especially in relation to the seminars and to prepare a summative report, which would include a review of products.

The evaluator served as the major resource person for a workshop for institute evaluators held in Denver on October 4 and 5. He assisted in the planning and implementation of seminars for professional library association executives in Washington, D.C. on November 29 and 30 and for library educators and library administrators in Washington, D.C. on April 29 and 30. During those seminars he served as a "facilitator" and "summarizer."

The evaluator attended the meeting of institute directors in Washington, D.C. on August 1 and 2 and meetings sponsored by LTI in Chicago at ALA's Midwinter meeting and in New York at the ALA convention. He was in touch with the LTI staff by telephone or in person at least twice a month during the year.

He viewed all the products developed by LTI but gave special emphasis to the ComPAC kit. He designed a field test plan for ComPAC and carried out extensive procedures during the year. He also prepared the documents for a developmental copyright on ComPAC.

SUMMATIVE EVALUATION DESIGN

The design of this report follows a basic discrepancy analysis — a comparison of intended and actual outcomes using the original goal statements as the basis for judgment. Data was gathered from the following sources:

1. Review of materials, newsletters and reports sent to directors from the LTI office;
2. Responses to questionnaires sent to all directors of year long institutes;
3. Responses to questionnaires sent to participants in all seminars;
4. Review of site visit and microworkshop reports;
5. Review of letters received regarding products, site visits, microworkshops and other activities;
6. Conversations with institute directors at ALA meetings;
7. Individual interviews with each staff member; and
8. Review of responses and observations regarding the use of ComPAC.

All of these data were used as the basis for the judgments which follow.

EVALUATION

The goal statements as submitted in the 1973-1974 proposal (dated March 19, 1973) are used as the basis for the evaluation.

1. To complete the assessment of Title IIb programs with all reports edited and available through ERIC.

   Evaluation: One hundred fifty reports of library institutes covering the period 1968-1972 were completed by June 30, 1974.

They were submitted to ERIC for inclusion in the system. The goal was achieved.

2. To prepare and disseminate short reports and/or multi-media training packages compiled after analysis of the Title IIb files and other pertinent sources, and to use such material in a variety of training activities.

Evaluation: The most visible evidence of accomplishment in regard to this goal is the appearance of four sound filmstrips: Building Bridges to the Future, A New Direction for Libraries, Go People in the Go Colleges and Helping People Cope. ("Bridges" was actually released during 1972-73, but began to be distributed during 1973-74.) Whether or not these media stemmed from the substance of Title IIb institutes is questionable. And whether or not these materials are being used "in a variety of training activities" is not certain. The fact is that multi-media training packages were developed and distributed but the recency of the distribution prevents the presentation of information regarding their use. LTI files contain grateful letters from library training personnel who say that they will use the media in the future. The technical evaluation of the products is found in another section of this report.

The ComPAC kit should also be mentioned in relation to this goal even though it is discussed in some detail later on. The development of the kit began last year in response to apparent field needs for something to assist in improving communication skills of librarians. As of the end of April (when field testing ended) 25 kits were sent

to individuals at their request. Questionnaires were sent to 22 persons, since three kits were on deposit at locations where no immediate use was intended (ALA, FSU and USOE). Six people did not respond. Of the remaining 16 responses, use was indicated as follows:

7 - previewed only

4 - did not preview or use

4 - used with non-institute audiences

1 - used with an institute audience

If the goal was to use multi-media training packages in a variety of training activities, it would have to be reported that this purpose was accomplished only minimally. It is true that the kit was not available until January, 1974 and that previews often lead to use. The fulfillment of this goal will have to wait still another year for better judgment.

3. To assist the Bureau (Division) in the implementation of new service strategies for the library and media profession based on new program directions with limited or no federal assistance. Evaluation: While "new service strategies" and "new program directions" are not spelled out, they can be extrapolated from the agendas of the two seminars held for professional association executives (Washington, D.C., November 29 and 30) and for library educators and library administrators (Washington, D.C., April 29 and 30). The first seminar addressed itself to new initiatives in continuing education by professional associations. Eighty-three

percent of those responding to the questionnaire agreed that the following objective had been "somewhat" achieved: "Isolate common priorities for the future and begin to develop continuing channels of communication." The second seminar considered new relationships between two major sectors of the library community. Half the respondents felt that the following objective had been "somewhat" achieved and half felt that it had been attained "to a great extent." "To describe and delineate potential patterns of interaction between library administrators and library educators which will accomplish their joint goals." The significant fact emerging from these meetings was that "new service strategies" and "new program directions" were creatively discussed without a single mention of federal support being necessary to accomplish the new goals. This LTI goal was partially achieved.

4. To provide improved technical assistance through greater emphasis on site visits/microworkshops conducted by LTI staff teams.

   Evaluation: Site visits and microworkshops were consistently mentioned by project directors as one of the most useful LTI services. Site visits were well-received during the previous year, but they were perceived as being even more beneficial this year. This goal was achieved — and with distinction! When directors were asked to mention only two activities which should be continued with limited funds, site visits were mentioned most frequently (six out of 14 responses) and microworkshops somewhat less (three out of 14, but only ten respondents had experienced

them). These two program elements were mentioned four times (combined) in response to the question regarding LTI's strongest contribution.

The decision to share the site visit reports probably enhanced the utility of this activity and lessened the feeling that these were evaluative inspection tours. Special mention should be made of Ms. Bené Durant whose name was mentioned often and in glowing terms.

The staff was not in complete accord regarding the value of site visits and microworkshops. In response to relative value of all LTI activities, site visits registered 2.3 on a scale of 5 and microworkshops 5 on the same scale.

5. To organize and structure meetings related to coordination of national training/involvement of the library profession in establishment of priorities/strategies.

Evaluation: The two seminars held in Washington, D.C. for library association executives and library educators and administrators are directly related to this goal. The meetings were held, for the general purpose indicated in the goal statement — so the goal has been attained.

But the role of an evaluator is to discover how well the goal was achieved and the input it has had. Seven of the nine people queried responded to a questionnaire sent to them eight months after the November seminar. Five indicated that the seminar did make a difference in their work as library association executives.

In regard to the objectives for that meeting, there was an exceptionally high agreement on the degree to which each was achieved. Some of the free response statements express a cautious

1. Share information on current concerns, activities, and research.

	X	XXXXXX	
Not at All	Somewhat	To a Large Extent	Completely

2. Isolate common priorities for the future and begin to develop continuing channels of communication.

	XXXXXX	X	
Not at All	Somewhat	To a Large Extent	Completely

3. Draft policy action statements for consideration and implementation by association memberships.

XX	XXXX	X	
Not at All	Somewhat	To a Large Extent	Completely

approval of the sessions:

"I feel that I am aware of opportunities and needs which had gone unnoticed. My real concern was that we needed another session for putting on paper some of the really good ideas expressed in group discussions."

"It added strength to all of our arguments for scrutiny of our budgetary process so that continuing education has higher priority in budgeting."

"The absence of other national association representatives dampened my enthusiasm. I did not relate to the problems of the regional groups."

"It alerted me to a common need among professionals everywhere for 'continuing education' and — more important — to a desire for such input.... I feel that we were being 'used'.... (by E. Stone)"

The evaluator's notes on the meeting indicate that the participants were active, responded fully, were action oriented and expressed good feelings about the topic, the meeting and the planning. Having Elizabeth Stone and Ruth Patrick there was a positive step toward coordination of continuing education efforts. The appearance of Dick Hayes, Frank Stevens and Robert Klassen was a vote of confidence. The ALA presence through Peggy Sullivan and Eileen Cook was important.

As for outcomes of the meeting, new and improved communication links among associations and between LTI and the associations were established. Common concerns were identified and some priorities developed. Knowledge of the Catholic University study pointed up the need for coordination of continuing education activities.

The April seminar considered the role of library educators and administrators. Six of the nine persons queried responded to the questionnaire which was sent three months after the seminar. All respondents indicated that their attendance made a difference in their work. There was some dispersion of the perceived attainment of objectives as seen in the following tally:

1. To describe the separate and joint responsibilities of library administrators and educators in facilitating/ implementing non-traditional as well as familiar approaches to continuing education.

	XX	XXX	X
Not at All	Somewhat	To a Large Extent	Completely

2. To describe and delineate potential patterns of interaction between library administrators and library educators which will accomplish their joint goals.

	XX	XXX	X
Not at All	Somewhat	To a Large Extent	Completely

Free response comments reflect the general attitude of the respondents:

"It was refreshing to see that inservice education is important to a wide range of library educators and administrators. It was also frustrating not to be able to move more quickly on CLENE."

"It helped because the dialogue improved my understanding of what library educators perceive to be their role in continuing education."

"Many points were made that should be followed up by the profession and in individual settings. In my opinion, there should be several meetings of this sort, on the same topic, with plans for specific implementation of the recommendations which are made. Otherwise the meeting is exploratory without follow-up."

6. To sponsor regional library meetings (at least three) for library school deans based on a model SE meeting scheduled for May, 1973 in which new-training methodologies will be examined including certain techniques developed in Title IIb institutes.

Evaluation: This goal was not achieved. The only attempt to reach

library school deans was through the April seminar. Apparently other goals became more important as the year progressed and this one was neglected.

7. To issue a bi-monthly dissemination report to all funded institute staffs and other key members of the profession to provide an informal exchange of ideas and information, and to give greater visibility to the Institute programs.

Evaluation: Strictly interpreted, the objective was not achieved since only two newsletters (Etcetera) were issued — in December and March. Broadly interpreted the means (a newsletter) should not be assessed but rather the ends - an informal exchange of ideas. From this viewpoint the goal was achieved with distinction. The dissemination program was a strong component of the LTI effort.

From the questionnaire sent to 9 of the directors (year long institutes), 6 responded, 1 did not; one was on vacation and one was returned with no forwarding address. All 6 acknowledged receipt of the newsletter but only 5 indicated that it "provided information not easily available elsewhere; 6 said it "contained some useful, some irrelevant information," and 5 said "if it didn't come, I wouldn't miss it."

The telephone was apparently one of the major means of communication/dissemination. The 14 directors received from 0 to 20 calls from LTI, an average of 5 calls to each director. The directors called LTI from 0 to 15 times, an average of 4.5 calls from the directors. Eleven directors reported that their "question was answered

quickly and accurately" and two said that the response was "some help but not complete." No one felt that the calls were "a waste of time."

As far as impact of dissemination activities goes, the directors reported on a scale of "1" (directly useful; a valuable contribution to "4" (not useful) LTI received a "score of 2.5 (between "some help" and "marginal").

On the same scale the more personal activities of correspondence and consulting received a 1.5 and a 1.75 respectively. Further checks on the value of dissemination activities showed a strong vote of confidence. When asked to mention only two LTI activities which ought to be continued in light of budget limitations, "consultation" was mentioned five times and "dissemination" twice. These items came up again with significant frequency in the item related to LTI's "strongest contribution."

In sum, dissemination was handled well on a personal basis — almost a custom information service to directors.

The LTI staff placed consultation in the middle of the five activities they were asked to order in terms of their value. Yet, when asked what they would like the world to know about LTI that no evaluation would show, each staff person pointed out the relationship established, the people helped, the individuals who were put in touch with others, and the fact that "we cared" and "we tried." This has been a highly personal effort which has paid off and demonstrates the need for this type of service on a permanent basis.

8. To conduct at least one meeting of directors/staff either on regional or national levels focusing on a management approach to problem-solving as related to expressed concerns of staff/students during on-site visits.

Evaluation: A meeting for directors and/or key staff members was held in Washington, D.C. on August 1-2, 1973. The meeting was designed with an emphasis on management and with other inputs (evaluation and preparation of visualized reports) which had apparently been determined from site visits. The synthesis of the evaluative comments were interpreted (by the LTI staff) and the most useful activities were the exchange of ideas with other participants and consultants, observing and participating in the needs assessing and problem solving process with the LTI team, and learning evaluation concepts. The media presentation was considered to be least useful.

From the 16 director respondents, four did not go; but four of the ten who did indicated that they gained information directly relevant to the institute and 8 said that the meeting was of some help but could have been better. The value of the meeting on the 1-4 scale was "2" — "some help - more useful than not." However, the director's meeting, along with site visits, was the most frequently mentioned activity for continuation.

The goal was achieved reasonably well.

One significant event which was not directly tied to any of the goal statements was the training session held for the evaluators of

the institutes in Denver on October 4 and 5. Fourteen evaluators met with the LTI staff for two days in an attempt to bring about some consistency and improvement in the evaluation process. Six of the nine evaluators contacted responded to a questionnaire. The results are as follows:

1. Development of, and general agreement on, guidelines for consistent evaluation of short and long term library institutes.

	X	XXXX	X
Not at All	Somewhat	To a Large Extent	Completely

2. Increased understanding of the role of the institute evaluator in providing useful information to institutes, the profession, and to the Office of Education in the 1973-74 reports (as compared with 1972-73 reports).

	X	XXXX	X
Not at All	Somewhat	To a Large Extent	Completely

3. Evaluators who attend this meeting will be active in process evaluation of current institutes.

	X	XXX	XX
Not at All	Somewhat	To a Large Extent	Completely

Four of the five respondents said this session did make a difference in their work as evaluators. Apparently word and action reached the directors. Three of them indicated this activity ought to be continued even though funds are limited and several mentioned the value of the experience as it affected this program. This evidently was a fairly successful activity.

IMPACT

Has LTI made any difference? To whom? In what way? If LTI was not there, would it be missed? What is the effect the dollar investment had

on the profession? These questions — and others like them — haunt the funding agency, the recipient and, yes, the evaluator.

The hard data is difficult to obtain. What is gathered is better called "indicators" than "evidence." Like most educational activities, the payoff comes over a period of years, not months. Immediate reaction can be given by participants who respond to questions but impact cannot be assigned from a recent experience. The impact question, asked of all directors and seminar participants, was "Has this LTI - sponsored program made a difference in your program this year?" Ten of the sixteen directors thought that it had; nine of the eleven seminar participants who responded said that it had. Many individuals wrote brief narratives attempting to describe why they had answered as they did.

The evaluator would like to take a long step back, using the available data and adding the perceptions of an observer of the LTI scene for almost two years to make several subjective statements about the impact of LTI.

Impact on the profession

One of the major long range goals of LTI is to improve the education of librarians. The direct help given to the institutes is a positive, if limited, step in the direction of improvement.

The distribution of products is a highly visible way to contribute to much needed resources for professional education. The materials are generally of high quality and offer a potential contribution in the form

of case studies of successful programs in a variety of settings.

The growing network of people and resources which has been developed by LTI over a two year period makes it a primary broker of information about training. The personal attention and acknowledged assistance is evidence of some impact.

The leadership seminars have attracted key people to discuss issues and new directions in library education. Individuals attending those seminars felt that their participation made a difference in their work.

Certainly the LTI name (along with Florida State University and the Division of Library Programs/USOE) is much more visible and understood by more members of the profession than ever before.

Impact on the profession? Yes, in small ways with clusters of professionals but no major and significant changes in the profession have been launched as a result of LTI's effort. But then, two years is a brief time to make any impact. The ship to impact has been launched, but it has yet to dock at a major port.

Impact on the Division of Library Programs

The Division probably has one of the best training support units in the USOE. LTI has helped more institutes improve various aspects of their programs than any other vehicle for training support.

For a relatively small investment LTI has helped to maintain a USOE presence in major associations (ALA, AECT) and in library schools throughout the nation. Through meetings sponsored at professional conventions (e.g., REFORMA at ALA) and through distribution of the sound

filmstrips many professionals feel that the Division "cares" and that they have tangible evidence of support.

The staff of the training section in the Division is probably in closer touch with its directors than any other training unit in USOE because of LTI's liaison role.

PRODUCT EVALUATION

The very nature of product planning, producing, and distributing makes it impossible to release products within a given fiscal year. Several of the products which were begun last year were distributed this year: Planning and Evaluating Library Training Programs; the sound filmstrip, Building Bridges to the Future; and the ComPAC kit.

Planning and Evaluating Library Training Programs was evaluated last year in its draft form. The only additional comment which seems necessary is to acknowledge the attractive "package" — the design and format for the publication. It is attractive in appearance, well-designed, typographically clean and consistent and easy to use. It apparently has met with favor in the profession since the initial printing was exhausted several months after it came off the press.

Building Bridges... was evaluated last year. It was sent to key people in the profession without charge and now is available for $8 from AECT.

The ComPAC kit was a long time in coming — and announced availability but no delivery caused some frustration among those who wished to use it. The first complete kit was displayed at the ALA Midwinter meeting in

January. As the evaluator and the LTI staff discussed the potential uses of the ComPac kit, it was determined that no field testing of the materials had ever been accomplished with the audience for which it was designed. It was produced by knowledgeable people, with help from participants in one institute, and the input of the LTI staff. It contained a variety of useful elements but no one really knew how well it would "work" because it had never been used by the defined audience. The LTI staff and evaluator agree to conduct a six month field test of ComPAC to determine what worked (and what didn't) and why. The basic plan was for the evaluator (1) to design an instrument to assess the leader's perceptions of each medium and the kit as a whole; (2) to design an instrument to assess the participant's perception of each medium; (3) to observe ComPAC in use at one or more sites; and (4) to use ComPAC with an audience for which the program is designed.

The instruments were designed and reviewed with the LTI staff before they were distributed. (Copies are in the appendix.) The ComPAC Analysis Profile was sent to each of the 22 individuals who received the kit between February 4, 1974 and April 10, 1974. With the Profile were copies of the Student Evaluation of ComPAC Materials with instructions for use of both instruments. A postage-paid self-addressed envelope was enclosed for return of all materials.

Sixteen persons responded and six did not. Of the sixteen respondents, the use pattern was:

7 - previewed only
4 - did not preview or use
4 - used with non-institute audiences
1 - used with institute audience

16

The evaluation strategy was to review individual items within the kit first and then to synthesize the individual reports for an overall estimate of results. The analysis of the data which follows considers each item separately, the total package, the context of use and recommendation.

Media. ComPAC contains a 16mm film, a slide/tape presentation, a videotape, a set of transparencies and a manual. Each item was evaluated by leaders and by participants. The judgments which follow are based on the responses of the seven groups who previewed the kit and the five groups who used it. Participant data was available only from four of the five user groups. In general, the evaluations of the leaders, whether previewers or users, are more favorable than those of the participants.

The 16mm film, TRANSACTION, was uniformly rated higher than all the other media. It was characterized as "interesting," "important" and "well-presented." Several comments reported "an abrupt ending," "more examples needed" and "librarian stereotypes strengthened unnecessarily." It was rated as technically excellent. Several individuals requested separate distribution of the film.

The slide/tape INTRODUCTION TO TRANSACTIONAL ANALYSIS did not fare so well. The technical inadequacies of the production prevented substantive impact. While the content was thought to be adequate, except for more examples, the bulk of the comments had to do with technical annoyances, e.g., the overuse and inappropriateness of the "2001 theme," the annoyance of the woman's voice, the lack of coordination between

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sound and visuals, the abrupt transitions from sequence to sequence, the amateur quality of the production, the difficulty of coordinating picture and sound by a script (no "advance" signal or silent pulse), poor editing and conflict of verbal messages on the screen and in the narration. With all these negative comments regarding technical matters, there was almost nothing negative about the content. It was viewed as an interesting and important presentation which was generally good.

The videotape was unsatisfactory. It was termed "a disaster" and "poor quality as an instructional device" by those who used it. About half the users and previewers did not view or use it, presumably because of the lack of equipment. Those who did see it felt that it was technically poor, contrived and inappropriate. No positive statements were made regarding the tape. One person said it ought to be redone.

The manual came in for severe criticisms as well. It was generally characterized as "poorly organized" and several persons called for pagination. While the content per se was not criticized, the lack of coherent instructions regarding its use was noted by several users. One user commented that "it seemed that several persons had worked on various sections of the book which were then put together without additional explanations and essential transitional materials." Also, it did not have the professional appearance which other LTI materials possess. Different type faces were used, crude drawings detracted and the sum total was a collection of pieces, not a unified format.

The overhead transparencies were well-done and useful. No particular

mention was made of their exceptional quality nor of their inadequacy. All users rated them as "excellent."

The total package was uneven - some media being of exceptional value and some almost worthless. The lack of consistency from item to item is evident. The whole is not greater than the sum of its parts nor is it equal to the sum of its parts. Some parts are better than others and it is from this point of departure that the recommendations begin.

Context of Use

In the four situations in which ComPAC was actually used (a university library science course, an institute for adult basic education resource personnel, a group of state library officials and a library staff development program) the participants ranged from 12 to 52 in number. A total of 89 persons were involved. Three of the users conducted a one day program and one used it for about two hours per week over a four week period. In three of the four groups almost everyone knew everyone else; one had a group in which a few persons were known to each other. In three of the groups, a few people could describe transactional analysis and in one, more than half of the group were familiar with TA. Three of the leaders had some awareness but no specific knowledge of TA; one knew more than the students and felt able to describe TA with a fair degree of assurance.

Recommendations

1. Make the film TRANSACTION available, with a leader's guide, as a separate product.

2. Revise the slide/tape to make a smoother presentation; omit the beginning sequence; use new narrators; revise the script so that visuals and verbal are coordinated; and use an "advance" signal (or silent tone).
3. Withdraw the videotape. It contributes little to the content of the kit and many find difficulty in locating the proper equipment.
4. The transparencies are fine as is.
5. The manual should be completely revised. Step-by-step procedures should be detailed so that relatively inexperienced leaders can use the materials. It should be a leader's manual with a separate participants' manual. Perhaps a third manual (or section in the leader's manual) should be devoted to the substantive elements of TA. One thing was particularly clear - knowledge of TA is essential to conduct a ComPAC session. The media themselves do not carry it. Perhaps a prerequisite self-test on TA might be available for potential leaders with "remedial" recommendations for those areas in which help is needed, e.g., chapters in Berne or Harris. A mock-up of the revised manual should be tried out with a few people to determine whether or not it will work.

The ComPAC kit is a good first draft; it now needs to be refined to be made more directly useful for the designed audience and leaders. It is a good idea to provide an abundance of resources so that leaders can choose those which suit his/her style, but the quality needs to be consistent and LTI should know how well each item can work with the specified audience. This field test offers useful data upon which to base the next steps.

OTHER PRODUCTS

The evaluation of Go People in the Go Colleges, A New Direction for Libraries and Helping People Cope: Making Libraries Work is based on personal preview of the three sound filmstrips. The late distribution did not permit more extensive tryout use with the audiences for which they were designed. Early input was provided by the evaluator when the presentation was in slide form.

Go People... and A New Direction... should both be useful in community college settings as examples of what learning resource centers ought to be. Students preparing for librarianship can observe actual case studies of media centers in action. There is a particularly heavy emphasis on educational technology which might cause some concern among more traditional librarians. Both filmstrips are technically good (except for some of the exterior shots of the Corning Community College in A New Direction...). The narration is crisp, the pacing is appropriate, the content is adequate, the photography is excellent and the audio is clear.

The distribution to the LTI "network" and library schools is appropriate and should enhance the image of LTI. These materials are significant contributions to the audiovisual resources in librarianship.

The filmstrip, Helping People Cope: Making Libraries Work is a latecomer to the LTI catalog of products. It has just been completed and has not been distributed as yet. The superb technical quality of both the video and audio components is evident. The important content is communicated particularly well. The presentation is a bit long, but

it is not boring. This filmstrip should find extensive use in library schools, with library staffs, and with community groups.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Most of the LTI goals for 1973-74 were achieved to a relatively high degree.
2. The goals were sufficiently flexible to permit additional activities to be performed as needs emerged.
3. A useful information source for library training now exists in the ERIC system.
4. The four sound filmstrips now completed by LTI are technically excellent and have the potential for making significant contributions to library training.
5. The ComPAC kit has been completed and field tested but requires further revision before its distribution is continued.
6. Several alternative strategies for the continuing education of librarians were developed and endorsed by library association executives, library educators and library administrators.
7. Site visits and feedback reports continued to be one of the most useful activities of LTI as perceived by directors.
8. The workshop for institute evaluators was a successful event which was perceived as helpful by evaluators and directors alike.
9. Dissemination of specific information to directors was more effective by telephone and correspondence than by newsletter.
10. The directors meeting at the beginning of the fiscal year continues to be viewed by the directors as a necessary event.

11. LTI is an increasingly visible organization in the profession and is seen as an information clearinghouse in regard to education and training of librarians.

12. An extensive network of professionals in library education has been built through contact with institutes, library educators (including many deans of accredited library schools), library administrators and association executives.

13. The experience of the staff over a two year period makes them valued assets who possess an extensive amount of information not available elsewhere.

14. There is a very positive affect toward LTI and its staff by all who have come in contact with it (and, hence, to its funding source - the library training unit of the Division of Library Programs).

15. LTI has had some impact on the profession, but it is necessarily limited. This impact is on the ascendancy but has not reached its zenith.

A Summary of Conclusions

Last year's conclusions stated that 1972-73 was "...a year of transition, clarification and new direction." The current year was one of complete independence from past ties (and, to some extent, from dominance by the Division); a year in which roles were understood by almost everyone who associated with LTI; and a period of new program assertions which paid off. There were fewer false starts, less checking with the funding source to be sure every step was appropriate and more

efficient use of staff and resources.

If only the goals were achieved, LTI would have been a good investment. But much more was attained. As an adjunct to the training unit of the Division, it served as a support service to current funded institutes, to past funded institutes, to individuals preparing proposals for new institutes and to library educators and other personnel who were not even associated with institute programs. LTI became a recognized national resource center for library education.

The relationships between the LTI staff and the directors were, for the most part, warm and cordial. Directors expressed this relationship as "excellent," " a dynamic professional relationship," "extremely helpful," and "cooperative and very essential." There were some reservations: "ambivalent," "quite far removed," and "pleasant but not especially productive" were expressions of the relationship by three directors.

After assessing goals, impact, products and other accomplishments, it is fair to say this year, as it was said last year, "the whole is greater than the sum of its parts."

Recommendations

1. Reassess goals for 1974-75 to be sure they are important and realistic. Use the evaluations from 1972-73 and 1973-74 as guidelines.
2. Promote the availability of library training information now in ERIC.
3. Conduct a follow-up evaluation on the use of the sound filmstrips distributed.

4. Perform a needs analysis and an audience specification before producing more sound filmstrips. Use data from "3" as inputs.
5. Revise the ComPAC manual.
6. Consider revision of the slide/tape <u>An Introduction to Transactional Analysis</u>.
7. Omit the videotape from the ComPAC kit.
8. Do not promote ComPAC until the revised manual is available.
9. Announce availability of the film, TRANSACTION. Prepare a leader's guide to accompany it.
10. Consider follow-up of seminars held this year as evidence of good faith in the process and to gain some utility from the outputs of the seminars.
11. Continue site visits with reports to directors.
12. Provide for assistance to institute evaluators through national or regional workshops, perhaps associated with a director's meeting.
13. Continue to keep in close contact with all directors of institutes. Don't worry about infrequency of a newsletter.
14. Hold a director's meeting. There seems to be no substitute for this. It could be configured regionally or topically, but it needs to be held. Emphasis on management, communication and evaluation still is paramount.
15. Maintain an active public relations campaign. Keep LTI before the profession's eyes.
16. Formalize the network of professionals by developing a coded mailing list noting special interests and competencies of all individuals.

17. Use the staff from the past two years as consultants for planning, site visits, meetings and special projects. This valuable resource should not be lost.

18. The training unit of the Division should continue to call attention to LTI as an information clearinghouse when inquiries for help come in.

19. Attempt at least one new activity which will have substantive impact on the profession. (e.g., Could some arrangement be made to hold hearings on the Conant report sponsored by LTI?)

20. Begin to formulate alternative plans for the continuation of LTI or an LTI-like agency which may have reduced federal funding - or none at all. The organization is established and should not be permitted to wither.

A FINAL NOTE

All judgments made in this report are the responsibility of the evaluator. Most statements are data-based, but, at times, have been interpreted by the evaluator. All of the raw data from questionnaires, notes, observations, etc. is available from the files of the evaluator.

APPENDICIES

Letter to ComPAC Users

ComPAC Field Test Instruments

ComPAC Analysis Profile

Student Evaluation of ComPAC Materials

LTI and You - A Survey (for Directors)

Letter to Seminar Participants

Instruments for Seminar Participants

Seminar on Evaluation of Library Institutes

LTI Seminar, Training for Library Service in the 70's: The Role of Library Association

LTI Seminar, Training for Library Service in the 70's: The Role of Library Educators and Administrators

Interview Schedule, LTI Staff

Center
for the Study of
Information and
Education
CIE

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May 1, 1974

Dorothy Anderson has informed me that you now have a copy of the ComPAC kit to try out with some of your people. Since the package has not been completely field tested, I would like to ask you to help me, as evaluator of the LTI, to assess the strength and weaknesses of this package and to make recommendations for improvement. I expect that it will be possible to make some changes in the materials but not to completely redo the entire kit.

I am enclosing a copy of the "ComPAC Analysis Profile" which I would like you to complete at the end of your use of the package. The purpose and directions for use are contained on the profile. It should not take longer than 10 or 15 minutes to complete this instrument.

The second item is the "Student Evaluation of ComPAC Materials". I am enclosing 50 copies of this form in the hope that this will be sufficient. If not, I hope you will be able to duplicate the necessary additional copies. This instrument is to be administered to the group after viewing the slide/tape Introduction to Transactional Analysis; after use of the film Transaction; and after use of the videotape. The important thing here is to administer the one page (less than 1 minute) instrument to obtain immediate reactions from students. There should be no intervening activity between the use of the material and the administration of the form.

When you have completed your use of the ComPAC kit, would you please return the ComPAC Analysis Profile and all copies of the student evaluation form to me in the enclosed envelope.

I appreciate your cooperation with me in this endeavor. Our joint effort should help to produce better materials for the use in professional education for librarianship.

Sincerely yours,

Donald P. Ely
Director

DPE/mm
Enclosures

130 Huntington Hall | Syracuse University | Syracuse, New York 13210

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DIRECTIONS FOR USE

Purpose

The purpose of the ComPAC Analysis Profile is to provide a relatively standard technique for gathering perceptions of the potential utility of the materials in the ComPAC package.

Use

The Profile is divided into five areas, such as goals, content, etc. In each area, statements are presented concerning that particular aspect of the ComPAC materials. The evaluator should indicate agreement or disagreement with the statement by marking SD (Strongly Disagree); D (Disagree); A (Agree); SA (Strongly Agree). IF THERE IS INSUFFICIENT INFORMATION, THAT STATEMENT SHOULD BE LEFT BLANK.

Please note that space is left between each statement to allow for written comments. This is a vital aspect of the Profile. Following the assessment of each area, the evaluator is asked to indicate a Summary Rating of the materials.

Context of Use

Place of use (e.g., name of institution or organization)_____

Identity of group (e.g., institute program, continuing education workshop, etc.) _____

Number of participants _____

Length of ComPAC use ____ 1 day
____ 3 days
____ Other (Describe) _____

Acquaintance of group:

____ no one knew each other
____ a few were known to each other
____ almost everyone knew everyone else by virtue of membership in a class or organization
____ long term acquaintance (more than 6 months) of almost everyone in group

Previous knowledge of transactional analysis (TA) (e.g., individuals have read Games People Play or I'm OK, You're OK)

____ no familiarity with TA
____ a few people could describe the process
____ more than half the group were familiar with TA
____ almost everyone knew what it was about

Leader's knowledge of TA:

____ all new
____ some awareness, but no specific knowledge
____ knew more than the students; able to describe TA with a fair degree of assurance
____ experienced; participated in previous workshop; practice TA daily

Adaptations or changes from the suggested format:

Summary Evaluation (Optional)

Some people prefer to evaluate programs like ComPAC through a narrative evaluation which permits open-ended responses which are not covered in a more structured list of questions, such as those which follow. Feel free to express your judgments, to list special problems or to describe interesting "spin-offs" in the space below. You may wish to do this first, wait until later, or omit it entirely.

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I. Goals

It is important to both the instructor and student to understand what the materials are trying to accomplish. This section asks you to focus on the goals or objectives of the materials.

Objectives of ComPAC:

- to enable the participants to gain new insight into their role as communicators
- to provide a conceptual framework within which to analyze the communications process
- to develop skills necessary to improve interpersonal relationships
- to understand the part our past experiences play in our present and future actions
- to develop options for handling the common interactive problems in the library environment

SD	D	A	SA	
1	2	3	4	1. The goals or objectives of the materials are stated clearly, without ambiguous meanings.
1	2	3	4	2. The stated goals are appropriate for the intended users.
1	2	3	4	3. The goals address high priority needs in library education or service.
1	2	3	4	4. The goals appear to be in line with the goals of our class or program.
1	2	3	4	5. The goals are amenable to some modification by the users without negatively affecting the use of the materials.

Poor Excellent

SUMMARY RATING OF GOALS

___ / ___ / ___ / ___ / ___
1 2 3 4 5

Additional comments and/or suggestions for improvement.

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II. Content

Each of these materials focuses upon a particular concept, and thus contains specific information or content about that concept. The content of ComPAC is concerned with the process of communication using transactional analysis as a vehicle.

SD	D	A	SA		
1	2	3	4	1.	The content of the materials is appropriate to the goals
1	2	3	4	2.	The content is likely to be regarded as relevant by the instructors and learners who use it.
1	2	3	4	3.	The prerequisite knowledge assumed by the content is appropriate for the intended learners.
1	2	3	4	4.	The content is presented with sufficient clarity and intelligibility.

Poor Excellent

SUMMARY RATING OF CONTENT

____/1 ____/2 ____/3 ____/4 ____5

Additional comments and/or suggestions for improvement.

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III. Implementation

The following items concern implementation of these materials in an instructional setting.

SA A U D SD

These materials may be useful:

4 1. In formal library science academic programs.

3 2. In continuing education programs.

4 3. To an individual librarian interested in pursuing the concept on his/her own.

4 4. In community education efforts.

* *

4 5. Orientation materials for instructors and learners are satisfactory.

4 6. The equipment required is commonly available.

4 7. Materials will likely "fit" into existing curricula, with minimal changes needed in that curricula.

4 8. Materials are relatively simple to use, such that their complexity will be unlikely to prohibit use.

4 9. Materials appear to have generalizable or exportable characteristics.

4 10. Materials appear to be better than other similar existing materials.

Excellent

SUMMARY RATING OF IMPLEMENTATION

2 4 5

Additional comments and/or suggestions for improvement.

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IV. Pedagogy

You are being asked to rate the teaching and learning value of these materials.

SD	D	A	SA	These materials are useful for:
1	2	3	4	1. Accommodating individual learning styles.
1	2	3	4	2. Organizing content adequately for students.
1	2	3	4	3. Encouraging learners to pursue additional materials or ideas.
1	2	3	4	4. Encouraging learners to relate ComPAC experiences to their total program.
1	2	3	4	5. Helping learners transfer skills or knowledge from these materials to actual library practice.
1	2	3	4	6. Promoting group process and/or interaction skills.

Poor Excellent

SUMMARY RATING OF PEDAGOGY

____/ ____/ ____/ ____/ ____

1 2 3 4 5

Additional comments and/or suggestions.

V. Technical Considerations

The following items relate to the technical quality of the materials.

1. Audio tape (Check the statement which best describes your assessment of the tape in the slide/tape unit)

___ Excellent; could understand everything that was said.

___ Good; could not understand everything, but it would not reduce effectiveness.

___ Fair; sound distortion would cause interference with learning.

___ Poor; sound distortion too great to make material useful.

___ Other; _____

2. Video tape (Check the statement which best indicates your assessment of the video portion of these materials)

___ Excellent; picture was sharp and clear throughout.

___ Good; some variation in focus but it does not reduce effectiveness.

___ Fair; variation in picture quality would cause interference with learning.

___ Poor; picture quality too bad to make materials useful.

___ Other; _____

___ Not applicable.

3. Film (Check the statement which best indicates your assessment of the film, TRANSACTION)

___ Excellent; picture was sharp and clear throughout.

___ Good; some variation in focus but it does not reduce effectiveness.

___ Fair; variation in picture quality would cause interference with learning.

___ Poor; picture quality too bad to make materials useful.

___ Other; _____

___ Not applicable.

4. Slides (Check the statement which best indicates your assessment of the slides in the slide/tape unit)

____ Excellent; photography was sharp and aesthetically pleasing.

____ Good; most of the images were appropriate and technically adequate.

____ Fair; variation in quality detracts from potential impact.

____ Poor; photography was unacceptable and would create a negative attitude in the viewer.

5. Overhead transparencies (Check the statement which best indicates your assessment of the overhead transparencies)

____ Excellent; the images are clear and sufficiently large to be read by all.

____ Good; almost every detail is well-rendered and clear; there may be a minor distraction.

____ Fair; the quality is such that the transparencies would not contribute much to any presentation.

____ Poor; the quality is so marginal that use of the transparencies would create negative impact.

6. Printed materials (Check the statement which best indicates your assessment of the written materials)

____ Excellent; the material is well organized, and is comprehensive.

____ Good; the materials are not as well organized or comprehensive as they could be, but are usable.

____ Fair; the materials' organization and clarity might interfere with maximum learning.

____ Poor; the materials are not acceptable from a technical perspective.

7. Total package (Check the statement which best indicates your assessment of this package)

____ Excellent; these materials would probably teach the concepts more effectively than any other way.

____ Good; these materials would probably teach the concepts as effectively as any other way.

___ Fair; these materials would probably not teach the concepts as effectively as some other ways.

___ Poor; these materials would probably not be effective in teaching the concepts.

___ Other; _____

Poor Excellent

SUMMARY RATING OF TECHNICAL CONSIDERATIONS

___/ ___/ ___/ ___/ ___
1 2 3 4 5

Additional comments and/or suggestions.

Review of summary ratings:

Poor				Excellent	
1	2	3	4	5	Goals
1	2	3	4	5	Content
1	2	3	4	5	Implementation
1	2	3	4	5	Pedagogy
1	2	3	4	5	Technical Considerations

SINGLE SUMMARY RATING OF THESE MATERIALS:

1 2 3 4 5

Recommendations: Based on your summary rating, which of the following would you recommend concerning these materials:

____ Materials should be widely disseminated.

____ Materials should be disseminated after relatively minor work.

____ Materials need major revision, but appear to be worth the investment.

____ Materials need major revision, but do not appear to be worth the investment.

____ Other (specify)

STUDENT EVALUATION OF COMPAC MATERIALS

Date _____ Material Title _____

Please circle the most appropriate alternative.

1. This sequence of materials was:

(1) extremely interesting
(2) interesting
(3) somewhat interesting
(4) uninteresting
(5) boring

2. The material was paced:

(1) much too fast
(2) a little too fast
(3) just right
(4) a little too slow
(5) much too slow

3. I learned:

(1) a great deal
(2) some
(3) not very much
(4) nothing

4. This sequence was:

(1) very clear
(2) clear
(3) slightly confusing
(4) very confusing

5. What I learned was:

(1) very important
(2) important
(3) generally unimportant
(4) a waste

6. Generally, this sequence was:

(1) excellent
(2) good
(3) fair
(4) poor

7. Please indicate any questions raised by the sequence.

Thank you.

LTI and You - A Survey

The purpose of this questionnaire is to assess your relationship with the Leadership Training Institute (LTI) during 1973-1974. Your comments are strictly confidential.

1. About your direct contacts with LTI...

- Received LTI newsletter (Etcetera) _____
- How useful was it? (Check one)
  - ° Provided information not easily available elsewhere _____
  - ° Contained some useful, some irrelevant information _____
  - ° If it didn't come, I wouldn't miss it _____
- Approximate number of times LTI representative called you _____
- Approximate number of times you called LTI _____
- Value of information received by telephone (Check one)
  - ° Question answered quickly and accurately _____
  - ° Some help, but not complete _____
  - ° A waste of time _____
- Value of the director's meeting (and key faculty) (Check one)
  - ° Information gained directly relevant to institute _____
  - ° Some help, but could have been better _____
  - ° Could have spent time more profitably elsewhere _____

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- Did an LTI staff member visit your year long institute? ____

- Value of the visit

  ° Provided useful insights and assistance ____

  ° Did not add nor detract from program ____

  ° Generally not helpful ____

Your comments on any of the above points:

II. About the impact of LTI on your program...

Listed below are the major activities of LTI during 1973-1974. After each activity indicate the extent to which the activity was of direct value to you and your institute according to the following scale:

(1) Directly useful; a valuable contribution

(2) Some help; more useful than not

(3) Marginal; might have been more helpful if...

(4) Not useful

(5) Does not apply

Director's meeting (August 1-3, Washington D.C.) ____

Site visit, site visit reports ____

Micro-workshop opportunity (optional) ____

Dissemination (newsletter) ____

Correspondence ____

Consultation (by phone, in person)

Materials (sound filmstrips, ComPAC) _____

Training session for evaluators (October 4, 5, Denver) _____

III. If LTI's budget were limited, which two activities ought to be continued?

_____

- Your comments on any of the above points: _____

_____

_____

Is there any evidence that LTI has made a difference in your institute? Please be specific.

IV. In summary...

- LTI's strongest contribution has been _____

_____

- LTI's weakest aspect has been _____

_____

- To improve LTI next year, the staff ought to _____

_____

- My feeling toward LTI and my relationship to the staff could best be described as _____

_____

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I am serving as the external evaluator for the Leadership Training Institute (LTI) and would like to ask your help in determining the extent to which the program achieved several of its objectives during the current fiscal year (July 1, 1973-June 30, 1974). Your candid response will be helpful in sharpening the activities of LTI during the 1974-1975 year. It is through your observations that changes can be brought about where needed.

Your comments will be confidential. At no time will you, your institution or program be mentioned by name or inference. The information gathered through this survey is only one component of the entire evaluation process.

It should take you only 10-15 minutes to complete the evaluation. I hope you will do it now and return it to me in the enclosed postage paid envelope. Thank you.

Cordially,

Donald P. Ely
Director

DPE:jcb
enclosures

Seminar on Evaluation of Library Institutes

Denver - October 4-5, 1973

Three of the objectives of this seminar are listed. Please indicate the extent to which you feel each of these objectives has been achieved.

1. Development of, and general agreement on, guidelines for consistent evaluation of short and long term library institutes.

Not at All Somewhat To a Large Extent Completely

2. Increased understanding of the role of the institute evaluator in providing useful information to institutes, the profession, and to the Office of Education in the 1973-74 reports (as compared with 1972-73 reports).

Not at All Somewhat To a Large Extent Completely

3. Evaluators who attend this meeting will be active in process evaluation of current institutes.

Not at All Somewhat To a Large Extent Completely

Finally, did your attendance at the Denver seminar make any difference in your work as an evaluator?

LTI Seminar

Training for Library Service in the 70's:
The Role of Library Associations

Washington D.C. - November 29-30, 1974

Three objectives of this seminar are listed. Please indicate the extent to which you feel each of these objectives has been achieved.

1. Share information on current concerns, activities, and research.

Not at All Somewhat To a Large Extent Completely

2. Isolate common priorities for the future and begin to develop continuing channels of communication.

Not at All Somewhat To a Large Extent Completely

3. Draft policy action statements for consideration and implementation by association memberships.

Not at All Somewhat To a Large Extent Completely

Finally, did your attendance at the Washington seminar make any difference in your work as an association executive?

LTI Seminar

Training for Library Service in the 70's:
The Role of Library Educators and Administrators

Washington D.C. - April 29-30, 1974

Two of the objectives of this seminar are listed. Please indicate the extent to which you feel each of these objectives has been achieved.

1. To describe the separate and joint responsibilities of library administrators and educators in facilitating/implementing non-traditional as well as familiar approaches to continuing education.

Not at All Somewhat To a Large Extent Completely

2. To describe and delineate potential patterns of interaction between library administrators and library educators which will acomplish their joint goals.

Not at All Somewhat To a Large Extent Completely

Finally, did your attendance at the Washington seminar make any difference in your work as a library administrator or educator?

Interview Schedule - LTI Staff

1. What were the highlights of the year for you?
2. What were the frustrations during the year?
3. How do you perceive the relationships between yourself and the director, the rest of the staff, USOE?
4. Order the following clusters of activity in terms of their value to the people being served: site visits; microworkshops; meetings; products; consultation-dissemination.
5. How closely did you follow the proposal objectives?
6. What would you like the world to know about LTI that no evaluation would every show?
7. Regardless of what next year's proposal says, what do you think ought to be the emphasis of LTI's program?